DOCUMENT RESUME

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THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION, AND PREPARATION IN A SECONDARY SCHOOL. FINAL REPORT. APPENDIX A.

Kansas State Univ., Manhattan.; Paola High School, Kans. Pilot-Project Instructional Team.

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Descriptors-*CURRICULUM GUIDES, GRADE 11, GRADE 12, INTERDISCIPLINARY APPROACH, *OCCUPATIONAL GUIDANCE, OCCUPATIONAL INFORMATION, *OCCUPATIONS, *TEACHING GUIDES, *VOCATIONAL EDUCATION

These instructional materials ("Commonalities in Occupations," 11th year and "Experiences in Occupations," 12th year) are for teacher use in conducting interdisciplinary occupational education courses for high school juniors and seniors. The development of these materials followed 3 years of pilot experimentation by a team of teachers engaged in an interdisciplinary approach to vocational education. Some of the content objectives are (1) to provide occupational information, selection, and preparation, (2) to identify common and differential aspects of vocation subjects, and (3) to give guidance in self-assessment by students. Some units are (1) Occupational Commonalities Orientation, (2) Observation and Evaluation, and (3) Human Relations: Employer-Employee Relations. The material is designed for presentation by the teacher and each course covers an academic year. Students should be high school juniors and seniors with vocational education as either an interest or an occupational objective. The document is mimeographed and illustrated with drawings, charts, tables, and graphs. A descriptive report related to these materials is VT 006 931. (CH)

Appendix A
Project No. OE-5-0027
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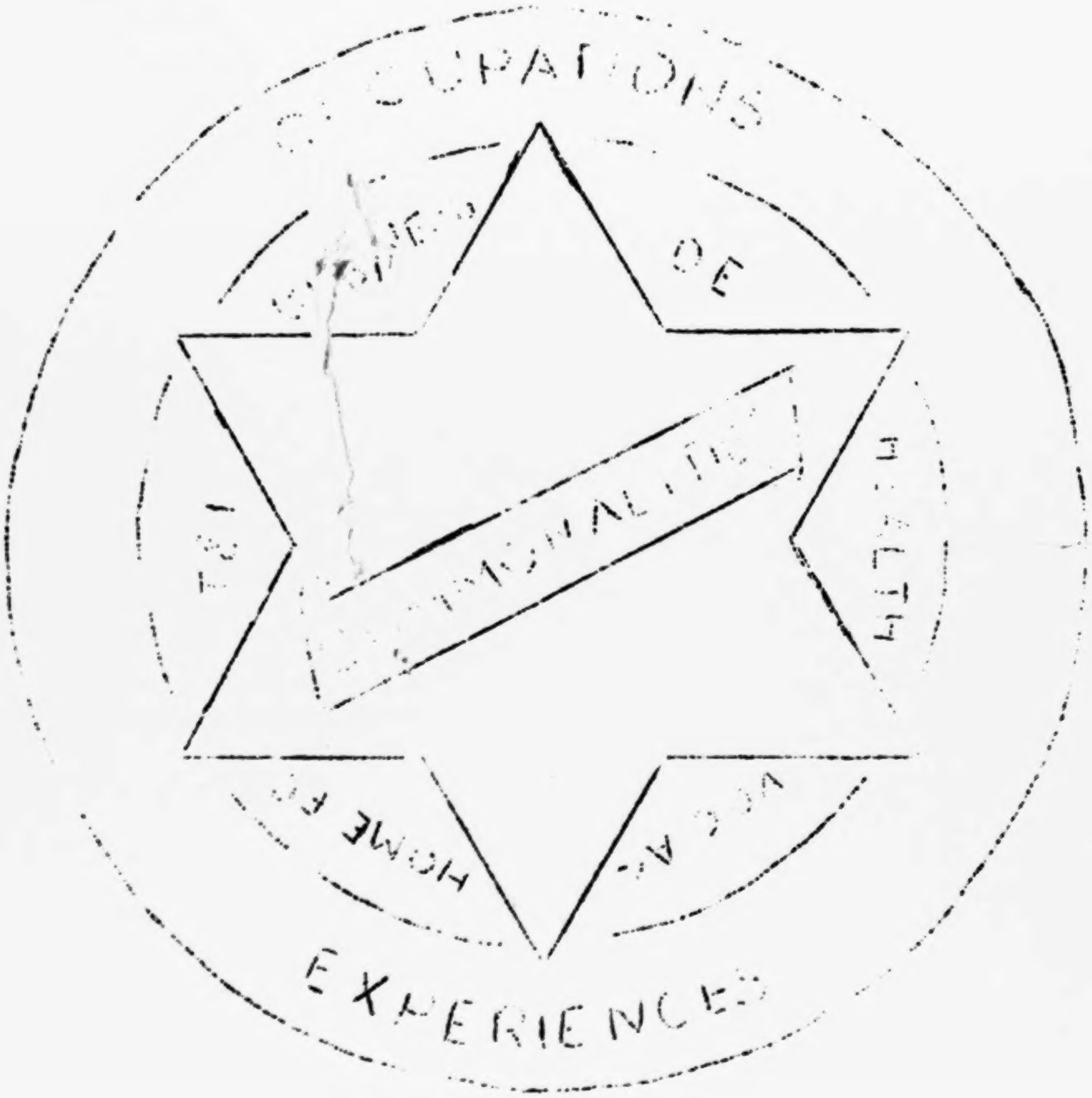
OCCUPATIONS
BUSINESS OF
T&I
HEALTH
HOME EC
VOC AG
COMMONALITIES
EXPERIENCES

COURSE OF STUDY

11th Year - Commonalities

VT006932

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Course of Study

COMMONALITIES
in
OCCUPATIONS

General Related Vocational Information For Exploratory Experiences in Occupations

Prepared by
Pilot-Project Instructional Team
of
Paola High School

and

R.J. Agan, Professor of Vocational Education

and

Graduate Assistants assigned to project

July 1968

Kansas State University
Manhattan, Kansas

Foreward

This manual portrays the concepts developed by a team of teachers engaged in an interdisciplinary and unified approach to vocational education for a rural community high school. The lessons prepared do not necessarily represent complete original thinking but rather combining of the common elements of all the vocational fields into high school instructional units for juniors and seniors.

The preparation of materials follows 3 years of pilot experimenting by these teachers in the Paola, Kansas, secondary school (Unified School District No. 368). This experimental research was made possible by a cooperative contract between the U. S. Office of Education and the College of Education at Kansas State University.

The objective of the teachers in preparing this manual was to be complete enough in the details of the lesson plans that other teachers interested in duplicating such a common and interdisciplinary approach to vocational education in other schools might be able to do so. The lessons were developed by the teachers who were assisted by a team of graduate assistants at Kansas State University.

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II. INTRODUCTION:

A Pilot Project through the Kansas State University, College of Education, with the title of "The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection and Preparation in a Secondary School System" was introduced to the Paola Public Secondary School System, Paola, Kansas, under Contract No. OE-5-85-078 with the U.S. Office of Education in May 1965.

The first two steps in the Research Pilot Program in Vocational Education consisted of two surveys" A survey of employment conditions and opportunities in Miami County, and a survey of the activities and duties performed by a sample of 500 employees, and the competencies required and desirable. Two research consultants and a team of four research workers, each a college graduate, conducted this phase of the research.

Also, the current occupational status was obtained from the 1964 and 1965 high school graduates from Paola, Osawatomie, and Louisburg. The graduates from Paola High School in 1960 were surveyed to determine what happened to them occupationally during a five year period following graduation.

A. History and Background:

Vocational Education has long been divided into several fields: Trade and Industrial Education, Agricultural Education, Homemaking Education, Distributive Education, and Office Education. Each division was handled as a separate field, with little or no attempt to reach any common teaching elements of the program.

This proposal and innovation in vocational education was an attempt to find those elements which are common to all vocational fields, and present them to those students who will probably go into industry, as well as to the college-bound students who will benefit from the information.

B. Organizational Structure:

The proposal was orgainzed under a principa; investigator, Dr. R.J. Agan, Professor of Education and Agriculture at Kansas State University, with a Central Steering Committee made up of supervisors from the Kansas State Board for Vocational Education and Head Teacher Educators from state universities and colleges which prepare vocational teachers. The actual project was directed by a coordinator under the direction of Kansas State University and the Paola school administration. The course units were taught by a team of teachers from the local school staff who had training and experience in vocational education.

Under the plan a course was provided for Junior students called "Commonalities in Occupations". This course provided information common to all occupations and helped prepare the students for part-time occupational experience in the Senior year. Considerable emphasis was placed on the study of occupations. The students were provided opportunities to explore occupations while observing them at first-hand. It served as a feeder to the Senior course, "Experiences in Occupations".

A unique feature of this course of study is the counseling plan. Each teaching team member has several students to advise, with the selection made according to the specific field in which the teacher is prepared. The school counseling service is available for use of the student and /or the team of teachers.

The teaching team includes the specific fields of Agriculture, Business, Health, Home Economics, Industrial Arts, and Guidance.

It is recommended that the students be enrolled in a related vocational course during the Junior year. During the Senior year, the student should be enrolled in a specific vocational course that relates to their part-time job.

II. OBJECTIVES:

A. Of the Course of Study

To develop and organize a coordinated program of vocational education to include: Occupational information, selection, and preparation for secondary school students; to give guidance in self-assessment by students relative to their choice of vocation; to identify common and differential aspects of vocational subjects; and to use both individual and team teaching techniques in offering the program.

B. Of Vocational Education:

To prepare students in the skills, knowledge, attitudes, understandings and appreciation common to the vocational areas and assist them to make a beginning in the world of work.

III. PROCEDURES:

A. Commonalities in Occupations (Junior Year):

1. Units included in the course which are common to occupations:

Occupational Commonalities Orientation
Personal Health, Dress, and Grooming at Work
Application, Interview, and Follow-up
A Study of Occupations
Observation and Evaluation
Trade and Industry Occupations
Health Occupations
Agricultural Occupations
Distributive Occupations
Safety Procedures, Habits, and Attitudes
Office Occupations
Home Economics Occupations
Ecomonic Concerns
Use of Graphic Representations at Work
Money and Banking Services for Workers
Principles of Business and Industrial Management
Human Relations: Employer - Employee Relations
Worker Benefits and Responsibilities

2. Some of the student activities include:

Self-evaluation.
Preparation of a personal data sheet.
Four exploratory observations which include:
  Preparation of an Interest Occupation Study.
  Preparation of an application letter and application form.
  Requesting an interview and having an interview.
  Observing the particular occupation and evaluating the experience. (Each observation, 2 weeks 1 hr. each day).
Role playing in activities of the world of work.
Regular class participation.

3. Some of the student benefits include:

Exploration of several occupations in person.
First hand observation of requirements for obtaining and holding a job, getting along with others, techniques used in several jobs, and desirable aspects of several jobs.
Occupational information about different occupations and jobs within those occupations.

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12th YEAR COURSE OF STUDYS

EVALUATION REPORTS (MAY 1968)

11th YEAR CLASS SCHEDULE

GUIDANCE RESPONSIBILITIES

The guidance program shall be comprehensive, encompassing all phasas of guidance possible in the local situation. It shall also contribute to and re-enforce the stated objectives and goals of the school through an integrated, cumulative guidance program.

The guidance program shall assist in the collection and organization of all available significant information about a student which will lead the student to a better understanding of himself. This will be done through testing, ratings, inventories, interviews, and checksheets.

The student will complete a self - analysis or self - inventory in the booklet "Choosing Your Occupation". This career guidelines booklet is available for high school student's use from the Kansas Employment Service or the U. S. Department of Labor, Bureau of Employment Security. An excellent reference to use with this booklet is a book by Joseph S. Kopas and Wiley Garrett called Acheiving Your Career and published by Industrial Information Institute, Inc., Youngstown, Ohio.

After the students have been oriented to self - analysis in the "Commonalities in Occupations" class and have completed the self - inventory as completely as possible, the counselor will visit with each student individually and/or in small groups to discuss and evaluate their comments.

The student will be given assistance in analyzing all factors which will help him adjust to his environment and make realistic choices and plans for his future.

The counselor will make himself available to interpret the information with the student, his parents, and faculty so that the maximum benefit for the student may be derived from its use. Guidance folders will be readily accessible for faculty use at anytime. The counselor shall collaborate with the teachers in their work on behalf of the student.

Under certain circumstances the counselor will work with students who are having or creating problems within the commonalities class.

The counselor will be responsible for the administration of standardized tests when needed. Test results that will be available from previous testing seesions in high school will include the Differential Aptitude Test Battery (D.A.T.), Kuder Vocational Preference Record - Form CH, Otis Quick Scoring Mental Ability Test, California Algebra Aptitude Test, National Educational Development Tests (N.E.D.T. - Optional), National Merit Scholarship Qualifying Tests (optional to juniors), and the Preliminary Scholastic Aptitude Tests (optional to juniors). Other individual test results will be available for various students.

It is also desireable, when arrangements can be made with the Kansas Employment Service, to give the General Aptitude Test Battery. This makes information on the students' aptitudes that are not measured with the above tests. There are several other types of tests that might be considered to give the student and staff a better picture of the individual. These might include a work opinion or attitude test, personality test, and special tests for specific areas such as D.E., O.E., T & I, Agriculture and Home Economics.

Occupational and vocational materials shall be available to students and faculty. Assistance will be given to students in preparation of occupational papers prior to exploratories. Materials will be made available to teachers to assist with teaching of occupations or vocational areas, etc. An effort will be made to keep occupational materials as current as possible.

Although the counselor will not have direct responsibility for reassessment (the time immediately after observations), there should be some liaison and correlation between the teaching staff and the counselor. A check - list about the exploratory observation and how self fits into the occupation that was observed would seem necessary. During the discussion of the check - list there should be an investigation into the "whys" certain likes and dislikes, etc., were checked by the students. The reassessment could be done with the entire group, by interest or occupational area, or by the supervising teacher working with students who have been assigned to them. In all cases, the student should be encouraged to take a critical look at himself and the job.

As the program develops, each supervising - teacher is assigned approximately four students from the "Commonalities in Occupations" class. Each supervising teacher is responsible for counseling with students about exploratory experiences, making sure that proper steps have been taken in preparing for the exploratory, dealing with problems that arise during the course of the observation, etc. This seems to be one of the major strong points of the program. Students feel that they have someone directly related to the class, who is interested in them and their problems within the class. Referrals are made to the Guidance Office if it is felt that additional help is needed. This calls for a close working relationship between the teaching staff and the Guidance Office.

When a greater number of students wish to enroll in the "Commonalities in Occupations" class than can be handled in the course, a selection criteria should be based upon student desires and needs as determined from a series of application blanks or check sheets as well as those students that can be expected to profit the most from the course. These students should be able to properly represent the school in the community on the work situation. It is valuable to have each sophomore fill out a questionaire or check sheet which gives information about their understanding of "Commonalities" and "Experiences in Occupations" classes. Their desire to enroll in or to obtain more information about the classes will be included. A pamphlet by H. D. Shorwell and Fran McCreery, entitled "The Coordinator's Job in Followup and Evaluation", published by the Kansas State Board for Vocational Education, Kansas State Teachers College of Emporia, provides a good check - list of information on selection of candidates for a cooperative program. Of course, the selection of students for any class will depend on the philosophy and objectives of the school.

In the counseling situation the right of freedom of choice shall remain with the student.

Aid will be given to the student so that his transition from school to work may be less difficult.

The counselor will assist in the administration of tests or surveys that are necessary for evaluation or fullow - up.

All guidance policies and programs shall be carefully planned and from time to time these policies and programs shall be evaluated and reviewed for the purpose of revising and strengthening them.

If we are to schieve the goal of vocational guidance, it is necessary that each student understands himself and his vocational opportunities. Only with these knowledges can the goal of "the right person in the right job" be attained.

UNIT A

OCCUPATIONAL ORIENTATION

OBJECTIVE: To introduce the Commonalities in Occupations Course to the students and to familarize them by presenting an overview of the course, defining vocational terminology, explaining course objectives, describing advantages of this type course emphasizing importance of occupational choice, and showing ways of determining occupational choice.

UNIT CONTENT (7 LESSONS):

1. Introduction and Mock Interview (Lessons 1-4) ----------- A-2
2. Terminology and Part-time Program (Lesson 5) ------------ A-4
3. Choosing an Occupation (Lesson 6,7) --------------------- A-5
4. Teaching Aids --- A-8-17

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UNIT A

LESSONS 1 - 4 : Introduction and Mock Interview.

OBJECTIVES:

1. To introduce the Commonalities in Occupations course to the students.
2. To allow each student the opportunity to participate in an extemporaneous mock interview.
3. To help students see the need for improvement of their voice, appearance, poise, grammar and skill in making an interview.
4. To help students understand course objectives and advantages of an occupational course.
5. To present an overview of course units.

LEARNING EXPERIENCES: (MOTIVATION)

1. Gaining knowledge of short-comings in interviewing techniques by participating in a mock interview that is filmed on video-tape.
2. Understanding course objectives as a basic foundation by discussing them during these periods.
3. Gaining appreciation of this course by recognizing the advantages of an occupational course of instruction.
4. Gaining a better understanding of the Commonalities Course by reviewing contents of each unit that will be presented throughout the school year.

TEACHING AIDS:

1. Video-tape equipment and technicians
2. Each student will complete a student information sheet (Page A- 8) and will write a paragraph on "Why I Enrolled in Commonalities in Occupations," and "What I Expect to Get Out of This Course."

3. Pages shown in references 1 and 2 following are to be read before start of lesson 4.
4. Answer study questions, page A -10 Before Lesson 5 (Handout during lesson 4).

REFERENCES:

1. University of Minnesota, Student Manual for Occupational Relations, (Minneapolis: Nicholson Hall Bookstore, 1959), pp 1-14.
2. Missouri University, Missouri General Related Study Guide, (Columbia Missouri: 1960, pp 7-13.
3. Film, "Discovering Your Real Interests."

PRESENTATION: Conference, Practical Work

1. Introduction and welcome.
2. Discuss purpose of interview and every student's opportunity to participate in mock interview during next lesson.

NOTE: Mock interviews are to be filmed on video-tape by Kansas State University (or educational TV if available). Students will not be told of video-taping. The purpose of video-taping is to record the first interview of each student before receiving any training or practice. This gives him an opportunity to listen to his voice and to evaluate his appearance, poise, grammar, and skills in making an interview for a job. During the course students will study application, interview and follow-up. Later they will practice making an interview with an employer each of the four times they observe an occupation. At the end of the school year, the students will again be filmed during an interview and then a comparison made between the first interview and the last interview to show progress and instill confidence.

3. If time permits in Lesson 1, explain some of the overall objectives ot the course.

NOTE: Lesson 1 is a short session (10-15 minutes) of introduction mainly to get acquainted and to inform students of schedules for mock interviews in the following lesson.

4. Conduct mock interviews throughout the day. (No formal class session will be held for Lesson 2)
5. Begin Lesson 3 by discussing comments of video-taping interviews.
6. Inform students of plans for video-taping interviews at the close of the school year.
7. Distribute Student Information Sheets (Page A- 8) furnish information for filling out, and allow time to complete in class.
8. Overall objectives of course (use transparency #1)
   a. Develop SKILLS which are common to all vocational areas.
   b. Develop KNOWLEDGE common to supplement the skills.
   c. Develop DESIRABLE WORK AND SOCIAL ATTITUDES common to the vocational areas.
   d. Develop UNDERSTANDING AND APPRECIATION of the occupational job and world of work.

1. Advantages of the course
   a. Provide opportunities to discover aptitudes and interests (self-appraisal)
   b. Provide opportunities for students to select and explore interest careers.
   c. Provides an objective program of study and learning by observing selected occupations.
   d. Provide learning experiences that improve the possibility of securing part-time employment during senior year, full-time employment following graduation, or part-time employment while attending college or technical school.
   e. Provides an opportunity to earn while students learn in the senior program.

    f. Develops characteristics in the individual which lead to "job success".
    g. Develops appreciation of the manner in which academic studies "tie up" with real situations in the world of work. Helps to make school studies more meaningful.
    h. Develops a feeling of maturity and sense of job responsibility with adults and their needs.
    i. Provides instruction in desirable work habits -- in labor laws and regulations, and practices governing employees.
    j. Provides learning experiences desirable for selection and placement in a career suitable to the students aptitudes and interests.
    k. Students receive a wide variety of experience through job rotation plan in senior year.
10. Overview of entire course
    a. Background information on how commonalities in occupations developed.
    b. Review purposes of occupational program.
    c. Brief introduction to each unit to include teacher of each unit. (use transparency of Table of Contents page).
    d. Explain value of team teaching.
    e. Use of teacher in related field as counselor.
11. Purposes of observing four different occupations.
    a. Opportunity to practice applying for a job.
    b. Opportunity to observe the duties, working conditions, and advantages and disadvantages, of the occupations being observed.
    c. Greater opportunity to secure information from the employer or supervisor.
12. Summarize procedures to be followed during observation.
    a. Student selects an occupation to observe.
    b. Coordinator selects an "observation station."
    c. Writing letter of application and completing job application form.
    d. Making appointment for an interview and making interview.

NOTE: Pass out study questions, Page A- 10 , and instruct students to answer questions and be prepared to discuss them during any later class session.

REVIEW:

1. Summarize information presented in these first four lessons.
2. Select several questions covering important points from the Study Questions handout to discuss as a review.

LESSON 5: Terminology and Part-time Programs.

OBJECTIVES:

1. To familiarize students with vocational terminology.
2. To familarize students with all types of occupational part-time programs.

LEARNING EXPERIENCES:

1. Gaining an understanding of vocational terms by defining and discussing in class.
2. Understanding the occupational, part-time programs that are available through the commonalities course.

TEACHING AIDS:

1. Vocational Terminology Handout.

ASSIGNMENTS AND PROJECTS:

1. Define vocational terminology shown in handout.

REFERENCES:

1. Pamphlet, Definitions of Terms in Vocational Technical and Practical Arts Education.

PRESENTATION (CONFERENCE AND PRACTICAL WORK):

1. Discuss occupational terminology.
    a. Distribute copy of above reference to each student.
    b. Select important terms for discussing in class.
2. Briefly discuss part-time programs (a detailed study of these programs will be made in next lesson).
    a. Agricultural - business (Ag)
    b. Distribuitive Education (D.E.)
    c. Trade and Industrial Education (T&I)
    d. Office Education (O.E.)
    e. Diversified Occupations (D.O.)
3. Procedures of Part-time programs.
    a. Training stations
    b. Training agreements
    c. Duties of the coordinator
    d. Responsibilities of the student-trainee
    e. Consult coordinator about difficulties on the job
    f. Relationship of other subjects in school
    g. Relationship of classwork to part-time job

NOTE: Pass out Vocational Terminology Handout and instruct students to complete all definitions before the next class session.

LESSONS 6-7: Choosing on Occupation

OBJECTIVES:

1. To help students realize importance of occupational choice.
2. To show ways of determining an occupational choice.
3. To provide opportunities for students to investigate careers.

LEARNING EXPERIENCES:

1. Understanding the importance occupational choice has on an individual during his entire lifetime.
2. Realizing that job selection depends upon self-appraisal, occupational opportunities, and individual capabilities.
3. Understanding that critical thinking is essential when investigating careers.
4. Completing a self-inventory for use in selecting a proper occupation.

TEACHING AIDS:

1. Movie projector and screen
2. Overhead projector and transparencies #2 through #4.
3. Pamphlet, "Choosing Your Occupation".

ASSIGNMENTS AND PROJECTS:

1. Complete Self-Inventory.in **class, pp 8 & 9 of reference 4 below.**
2. Write a brief summary of the three occupational choices selected in the self-inventory. Refer to reference books used throughout this unit.
3. Make an appointment to discuss selection of a career to explore with the guidance counselor.
4. Begin developing a personal file of occupational information to be used throughout the year and for future reference.

REFERENCES:

1. Seymour Wolfbein and Harold Goldstein, Our World of Work, (Chicago:Science Reaserch Associates).
2. U.S. Department of Labor, Occupational Outlook Handbook, (Washington, D.C. U.S.Government Printing Office.)
3. U.S. Department of Labor, Dictionary of Occupational Titles, (Washington, D.C.: U.S. Government Printing Office), Volume 1.
4. U.S. Department of Labor, Choosing Your Occupation, (Washington, D.C.: U.S. Government Printing Office, 1965), pp 8,9.
5. Career Pamphlets and references on alltypes of occupations for student research.
6. Film: Colorado State College, "Choosing Your Occupation."

PRESENTATION:

1. Discuss pamphlet, Our jWorld of Work,reference 1 above.
2. Discuss Survey of Occupations, transparencies #2-A, #2-B and #2-C (Pages A-12, 13, 14)
3. Discuss employment information from Kansas Census, Transparencies #3 and #4 (Pages A-15, A-16)
4. Orient students on procedures for investigating careers.

   a. Use of reference material
   b. Procedures for checking out materials
   c. Allow about 40 minutes to browse through references
   d. Allow students to check out references listed. (This procedure should close out lesson 6).
5. Show film, "Choosing Your Occupation" and discuss.
6. Allow students to select additional career references if needed.
7. Distribute pamphlet, Choosing Your Occupation, to each student. Discuss in class and complete Self-Inventory on pages 8 and 9.
8. To determine occupations with greatest opportunity, the following must be known:
   a. The immediate and future prospects of employment in the occupations of interest and in which the individual is capable of learning.
   b. Educational and other reuqirements for beginners
   c. Additional training needed and where it can be obtained
   d. Range of salaries or wages
   e. General job setting
   f. Opportunities for advancement
   g. Where employment opportunities exist
9. Information is available from:
   a. Guidance counselor, coordinator, and teachers
   b. Public employment office
   c. materials
   d. Employment specialists
   e. Visits to places of work
   f. Additional education and training in seeking work
   g. Summer or part-time job experience
10. Occupations for high school graduates in high demand

NOTE: Make assignments 2,3, and 4, listed above before beginning review.

REVIEW:

1. Summarize important points from entire unit.
2. Advise students to:
   a. Study many occupations before choosing one and then study in detail the occupation selected.
   b. Consider where the job will lead, not just what it will pay at the start.
   c. Seek training for the vocation selected.

TEACHING AIDS
(Paragraph 7, lesson 1-4 Student Information Sheet

Name____________________________Home Phone__________Date __________

Address____________________________Age_____Date of Birth_____________

Parent or Guardian__________________________Business Phone_____________

Occupation of Parent or Guardian______________________________________

Number of Brothers_________Number of Sisters____________.

Check below any activities that you participate in: Hi-Y____, Y-Teens____, Art Club____, Dramatics Club____, Math Club____, Science Club____, Band____, Choir____, Diversified Occupations Club____, Fellowship of Christian Athletes____, Student Council____, Basketball____, Cross Country____, Football____, Golf____, Tennis____, Track____, Wrestling____, Intramurals____, Church Youth Group____, Scouts____, Future Teachers____, Future Nurses____, Projection Club____, Others (Specify)____

____

What occupational area or job would you like to make for your life's work?_______

____

Have you held any job(s) for which you have received wages? Yes____No____.
If "yes" list below:____

____

SCHOOL PROGRAM - First Semester				Second Semester		
	Subject	Room	Teacher	Subject	Room	Teacher
1.						
2.						
3.						
4.						
Act. Period						
5.						
6.						

On the back side of this paper write a paragraph on each of the following topics: (a). Why I enrolled in Commonalities in Occupations. (b). What I expect to get out of this course.

TEACHING AIDS:

Transparency #1 (Paragraph 8 of Lessons 1-4)

OBJECTIVES OF COURSE

1. Develop Skills
2. Develop Knowledge
3. Develop desirable work and social attitudes.
4. Develop understanding and appreciation.

Transparency # 2

ADVANTAGES OF THE COURSE

1. Opportunities to discover aptitudes and interests.
2. Opportunities to select and explore.
3. Objective program of study and learning.
4. Learning experiences.
5. Opportunities to earn while learning.
6. Develops charactistics for "job success".
7. Develops appreciation.
8. Develops maturity and responsibity.
9. Insturction in work habits.
10. Learning experiences suitable to aptitudes and interests.
11. Wide variety of Experience.

TEACHING AIDS (paragraph 12 of lessons 1-4

Study Questions:

1. Why is it so important to choose your life's work thoughtfully and carefully.?
2. Of what value is the Occupational Education Program in choosing a career?
3. Of what value is the Occupational Education Program in preparing for a career?
4. Why is it so important to be able to get along with other people?
5. What is meant by the term, "Work Attitudes?" Give examples of good and poor attitudes.
6. What are the advantages to you of the Occupational Education Program?
7. How can you benefit by belonging to an occupational club and other extracurricular activities?
8. Why is punctuality both at school and at a job so important?
9. What do we mean when we refer to an "observation station"?
10. What is an "exploratory experience agreement?"
11. What are some of the responsibilities the employer has agreed to accept?
12. What are some of the responsibilities of the coordinator?
13. What are the four major types of Occupational Part-time Training Programs in operation?
14. What are some of the things you can expect to learn in the Commonalities in Occupations course?
15. What is meant by Cooperative Occupational Education? Who are the parties involved?
16. What is the purpose of the "exploratory experience agreement"?
17. Why is it important that your out-of-school conduct be kept on a high level?
18. List at least three occupations that you plan to analyze more thoroughly before making a final selection of an occupation to observe during the first "exploratory observation experience".

TEACHING AIDS (Paragraph 1 of lesson 5):

VOCATIONAL TERMS

Coordinator
Teacher-coordinator
Agri-Business
Agricultural Occupations
Apprentice Training
Area Vocational School or Program
Avocational Interests
Business Education
Cooperative Education
Guidance Counselor
Distributive Education (D.E.)
Distributive Education Clubs of America (DECA)
Distributive Occupations
Diversified Occupations Program
Exploratory Courses
Future Farmers of America (FFA)
Future Homemakers of America (FHA)
Vocational Guidance
Home Economics Education
Industrial Arts Education
Vocational Subject
Exploratory Observation of an Occupation
Job
Job Analysis
Journeyman
Junior College
Occupational Information
Office Education (O.E.)
Office Occupations
On - the Job - Training
Practical Nurse Education
Project
General Related Study
Specific Related Study
Service Occupations
Skilled Mechanic
Skilled Operator
Student - learner
Occupational Survey
Technical Education
Technical Institute
Industrial Technician
Trade and Industrial Education (T and I)
Cooperative Industrial Training (CIT)
Cooperative Industrial Training Clubs of America (CITCA)
Future Business Leaders of America (FBLA)
Trade School
Training Station
Training Agreement
Work Experience
Work Study Program
Business Education Clubs of Kansas (BECK)
Exemption Certificate

TEACHING AIDS: Transparency #2 - A (Paragraph 2 of Lessons 6,7)

AGRICULTURE EDUCATION

Artificial Inseminator
Aide, Veterinarian
Dehydrator Operator
Feed Mixer
Florist
Groundsman, State Hospital
Scaleman, Elevator
Soil Tester
Sprayer, Weed and Fertilizer
Sprayer, Weed
Spreader, Lime
Warehouseman & Seed Cleaner

DISTRIBUTIVE EDUCATION

Advertisement Solicitor
Bundler
Carhop
Cashier
Checker
Fieldman, Retail
Floor Girl
Meat Wrapper
Manager, Store
Sales Clerk
Salesman
Salesman, Feed
  " Feed and Poultry Supplies
    Insurance
    Petroleum
    Real Estate
Stock Boy
Store Keeper
Shipping Clerk
Service Station Attendant
Waitress
Warehouseman

GOVERNMENT

Clerk, City
Clerk, Postal
Dispatcher, Police
Fireman
Meter Maid
Policeman
Postmaster
Postal Carrier
Social Worker
Teacher
Teacher, County
Teacher, Vocational Coordinator

HOME ECONOMICS EDUCATION

Baker
Designer, Clothing
Cook
Dietitian
Seamstress

HEALTH OCCUPATIONS

Aide, Adjunctive Therapy
Aide, Medical
Aide, Nurse
Aide, Psychiatric
Dental Assistant
Dietitian
Housekeeper
Office Clerical, Medical Receptionist
Office Clerical, Medical Clerk
Technician, Electroencephalograph
Technician, Laboratory
  " X - Ray
Therapist, Music
  " Occupational
    Physical
    Recreational

Lesson 6,7

OFFICE EDUCATION

Adjustor
Bookkeeper
Clerk, Maintenance
Executive
Executive, President
Executive, Vice-President
Manager
Manager, Assistant
    "   Credit
    "   Office
    "   Plant
    "   Store
Office, Clerical
    "   Clerk & Receptionist
    "   Clerk & Secretary
    "   Receptionist
    "   Secretary
    "   Stenographer
    "   Typist
    "   Typist & Secretary
Teller, Bank

PROFESSIONAL

Administrator
Chaplain
Dentist
Librarian
Nurse
Pharmacist
Psychiatrist
Psychologist, Clinical
Social Worker
Teacher
Teacher, County
Teacher, Vocational

SERVICE

* Barber
* Custodian
Dry Cleaner
Driver, Auto
    "   Bus
    "   Delivery Truck
    "   Truck
* Cosmotoligist

SERVICE (CONTINUED)

Groundsman
Housekeeper
Laundryman
Life Guard
Presser, Dry Cleaning
Jeweler
Repairman, Business Machines
Service Station Attendant

TRADE AND INDUSTRIAL EDUCATION

Assembler
Aide, Engineering
Baker
Bodyman
Butcher
Cabinetmaker
Carpenter
Chart Changer
Cook
Cutter, Cloth
Driller, Explosive
Dishwasher
Electrician
Engineer, Corrosion
    "   Office
    "   Operating
Estimator
Feed Mixer
Finish Operator
Foreman, Construction
Foreman, Plant
Groundsman, Utility
Guager, Tank & Switch
Heavy Equipment Operator
Inspector
Inspector, Quality Control
Laborer
Lineman
Linotype Operator
Jeweler
Machinist
Maintenance Man
    "   "   Pipeline
    "   ", Highway
Mason
Mechanic

TEACHING AID: Transparency # 2-C
(Paragraph 2, Lessons 6,7/

TRADE AND INDUSTRIAL EDUCATION

Mechanic, Air Tool
" Automobile
" Heavy Equipment
" Large Engine & Pumps
" Refrigeration & Air Conditioning
" Small Motor
Mixer Operator
Painter
Plumber
Printer
Production Controlman
Proof Reader
Repairman, General
" Shoes
" Radiator
" T V
" Business Machines
Servicemen, Electrical
" Musical Instruments
Sewing Machine Operator
Switchboard Operator
Spreader, Soft. Mfg.
Superintendent
Superintendent, Ass't Terminal Utilities
" Construction
" Terminal, Utilities
Technician
Telephone Installer
Welder
Yardman, Utilities

UNCLASSIFIED

Reporter

TEACHING AIDS
Transparency #3
paragraph 3, lesson 6,7

MAJOR INDUSTRY GROUP
(Employed)

1960 Census
Kansas

PAOLA, KANSAS	Employed Persons	Percentage
Agriculture, forestry, fisheries in city	32	1.85
Mining	8	.46
Construction	144	8.30
Durable goods manufacturing	197	11.37
Nondurable goods manufacturing	100	5.78
Transportation, communication, and other public utilities	223	12.87
Wholesale and retail trade	398	22.96
Finance, insurance, real estate	52	2.99
Business and repair services	30	1.73
Personal Services	66	3.80
Entertainment and recreational services	8	.46
Professional and related services	346	19.95
Public Administration	78	4.49
Industry not reported	52	2.99
TOTALS	1,734	100.00

TEACHING AIDS:
(Transparency #4
(Paragraph 3, lesson 6,7

MAJOR INDUSTRY GROUP
(Employed)
(Men and Women)

1960 Census
Kansas

PAOLA, KANSAS	Male	Female	Total	%
Professionial, Technical, and kindred workers	122	177	239	13.78
Farmers and Farm Managers in city	8		8	.46
Managers, Officials & Prop., except farm	122	28	150	8.65
Clerical and kindred workers	68	175	243	14.02
Sales Workers	94	60	154	8.89
Craftsmen, Foremen, and kindred workers	224	4	228	13.15
Operatives and kindred workers	230	66	296	17.07
Private household workers		46	46	2.65
Service workers except private household	48	97	145	8.36
Farm laborers and foremen in city	12		12	.69
Laborers except farm and mine	157	4	161	9.29
Occupations not reported	36	16	52	2.99
TOTALS	1,121	613	1,734	100.00

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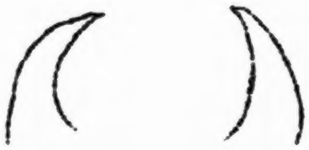
PERSONALITY AND JOB SUCCESS

SUCCESS ON THE JOB REQUIRES MORE THAN DOING, IT REQUIRES A GOOD PERSONALITY. THEREFORE, THIS UNIT IS DEVOTED TO A GENERAL STUDY OF HOW TO IMPROVE YOURSELF AND EARN THAT HALO ON AND OFF THE JOB.

WHICH WILL ADORN YOUR HEAD------HOW CAN YOU IMPROVE YOURSELF?



UNIT B

PERSONAL HEALTH, DRESS, GROOMING AT WORK

UNIT OBJECTIVES:

1. To examine different types of personality and to identify own type.
2. To understand, analyze, and formulate desirable personality traits in personal and business relations.
3. To stimulate objective thinking toward personality improvement.
4. To understand, appreciate, and apply basic art principles when selecting clothing.
5. To recognize the importance of neatness in all facets of life.
6. To become acquainted with the varied styles in clothing and to learn those styles best suited for certain jobs.
7. To learn that good grooming is important to success in modern day life.
8. To develop sound table attitudes and use correct table etiquette daily.
9. To develop appreciation for good personal health and its relationship to success and happiness.
10. To develop faithful practice of and appreciation for that clean-cut, organized look.

UNIT CONTENTS:

LESSON PLANS:

1. Your Clothes, Let Them Be Fitting ---------- 2 -------- C-2
2. Manners ---------- 2 -------- C-5
3. Personal Health ---------- 2 -------- C-7
4. Personality and Job Success ---------- 2 -------- C-9

TEACHING AIDS:

1. Handout of the Unit Objectives ---------- C-15
2. Case Problems for Clothing Selection Study ---------- C-16, 17
3. Rate Yourself - Manners Made Easy ---------- C-18, 19
4. How to be a Well - Mannered Employee (handout) ---------- C-20
5. Personal Health Assignment Sheets ---------- C-21,22,23
6. Personality Rating Scale - ---------- C-24

BIBLIOGRAPHY ---------- C-25,26

PRESENTATION:

1. Read case studies on page 125 of Thresholds to Adult Living of the way young people are selected for jobs. This includes the following:
    a. Dressing appropriately for the job interview
    b. Cleanliness and care in dressing.
    c. Poise
    d. Wise selection of becoming clothes
2. First impressions are formed from the appearance a person projects. This unit is about personality and personal health, dress, and grooming at work.
3. Handout list of objectives to each student, page C-15
4. If a person appears for a job in soiled, inappropriate, or careless dress, an employer will probably assume that he would not be careful on the job.
5. Does appropriate dress for an application interview always require a suit for a man? What about a man who is applying for a job on a construction crew? Discuss pros and cons.
6. Clothes selection for the job depends on the following:
    a. Particular occupations
    b. Specific occasion
    c. The individual
    d. Community customs

Second Day

9. Dress right - You can't afford not to. This slogan originated with the American Institute of Men and Boy's Wear. Discuss what this means.
    a. The way a person dresses has a lot to do with the way he acts and feels.
    b. The way a person dresses affects the way other people view him.
10. "Dressing right" doesn't mean spending a great deal of money on clothes. It means making the most of what clothing you have and dressing to suit your personality.
11. It also means making the most of your face shape, figure, coloring, and height.
12. It is important to analyze your figure, coloring, and size. If it is less than perfect, there are ways to play up that which is attractive and minimize problems. One way improvements can be made is to know the effect of lines. Lines may:
    a. Add or subtract to your size.
    b. Modify minor defects.
    c. Improve facial features.
13. Show how lines affect the image of yourself that you pronect. Use an outline of a person. Add paper clothing with stripes, large prints, various necklines, and horizontal and vertical lines to show the effect of lines.
    a. To add height - need lines to carry the eye upward.
        1. Use vertical and diagonal lines, one piece dresses, matching

LESSON 1: Your Clothes, Let Them Be Fitting

OBJECTIVES:

1. To identify the appropriately dressed at work and off the job.
2. To understand, appreciate and apply basic art principles in clothes selection.
3. To develop responsibility of being appropriately dressed for all occasions.
4. To learn to co - ordinate dress with community mores, social customs, particular occasions, and the individual's job.

LEARNING EXPERIENCES:

1. Through teacher presentation, class participation and films, to learn that clothes selection for the job depends upon
    a. particular occupations
    b. specific occasion
    c. the individual
    d. community customs
2. To recognize that appropriate appearance and good personal traits tend to increase the worker's satisfaction and his achievements.

TEACHING AIDS:

1. Handout sheet on the objectives of this unit, page C-15
2. Film, "Accent on Charm"
3. Case problems for clothing selection study
4. Cardboard illustration of 5 face shapes

ASSIGNMENTS:

1. Ask the students to analyze their own figures, face shapes, and coloring. They should write down the most becoming hair styles, necklines, shirt collars, colors, and clothing lines for their type of figure.

REFERENCES:

1. Craig, *Thresholds to Adult Living*, pp. 125 - 155.
2. *Problems with Figures*, Kansas State University Extension Service.
3. *So You're Tall*, Kansas State University Extension Service.
4. *So You're Short*, Kansas State University Extension Service.
5. *What to Where*, Kansas State University Extension Service.
6. "Color" *Co Ed*, October, 1966.

colors in an outfit, full - length coats, single - breasted jackets, herringbone weaves, and v - necks.

b. To subract height:

1. Use full or pleated skirts, wide belts, horizontal or curved lines, short coats, contrasting colors in an outfit, skirts and blouses, bright colors and bold designs, double-breasted coats, and padded shoulders.

14. Some colors are more becoming to certain people than are others. Explain six basic combinations of eye, skin, and hair and tell the best colors for each. See Co Ed Magazine, October 1966, "Color".
   a. Blonde, blue-eyed and fair -- navy blues, and pinks in medium and light shades.
   b. Brownette, brown hair, blue or brown eyes, fair to medium skin--subtle slightly greyed tones such as apricot, aqua and yellow.
   c. Redhead, red hair, fair, blue, hazel, or gray eyes -- green, blue, brown, copper, warm grays, and yellow.
   d. Vivid brunette, dark brown hair, brown, blue, or hazel eyes, and fair to medium complexion - - strong colors, blues, purples, yellows and reds.
   e. Latin brunette, dark brown or black hair, dark brown eyes, and bronze or yellow complexion--medium colors best, not pale colors.
   f. Dark brunette, black hair, dark eyes, dark complexion--slightly grayed blues, yellows, reds, pearly gray or off white.
15. Show illustrations of different face shapes.
   a. oval
   b. round
   c. diamond
   d. square
   e. heart - shaped
   f. oblong
16. Divide the class into two groups. Give them the case problems on page C-16 . They should analyze and discuss the figure problems in the two problems and recommend changes.
17. Give the following assignment which is to be handed in tomorrow. Ask each student to analyze his face shape, figure, and becoming colors for his coloring. He should suggest his most becoming hair styles, necklines, shirt collars, and colors. He should also note what lines are best for his figure type.

ADDITIONAL PROJECTS:

1. Collect and show pictures of appropriately dressed persons, analyzing where particular person might be going with appropriate dress.
2. Arrange style show for appropriate dress for various kinds of jobs.

SUMMARY:

1. What factors contribute to the general impression that your appearance makes upon others?
2. What lines add height to a person? Subtract height?
3. What are the six basic color types and what are their most becoming colors?
4. It is a good idea to avoid extremes in style, pattern, and color.
5. Styles differ depending on the region, community, and even neighborhood in which you live.
6. Poor taste is shown in clothing selection when a person wears:
    a. clothes too short, too tight, too revealing.
    b. clothes featuring colors that clash.
    c. clothes that mix sports and dressy styles.
    d. too much jewelry, make - up, frill, or anything that is overdone.
7. To be well - dressed does not require expensive clothes or a large wardrobe. It does require that a person make the most of what he has and what his physical characteristics are.
8. You cannot buy good taste, but you can acquire it.
9. Good taste involves knowing what to wear when and knowing what is most becoming to you.

LESSON 2: Manners

OBJECTIVES:

1. To learn and use social graces at work, play, school, and home.
2. To learn to analyze a social situation and to behave appropriately.
3. To develop sound table attitudes and to use correct table etiquette daily.
4. To learn that courtesy in all its facets consists of thoughtfulness and consideration for others.

LEARNING EXPERIENCES:

1. Through teacher presentation, films, and class discussion, to learn rules of etiquette and the purpose for them.

TEACHING AIDS:

1. One or more of the following films:
"Manners for Young Moderns", Elizabeth Smith Visual Aids Studio
"Mind Your Manners", W. W. Wilson Co.

"Table Manners", Kansas State University ExtensionService.
"Yes, Politeness is for You" Kansas State University Extension Service.
"Your Boss is Proud of You", Kansas State University Extension Service.

2. Handout "Rate Yourself - Manners Made Easy", pages C-18,19.
3. Handout "How to be a Well - mannered Employee", page C-20.
4. Advanced assignment handout for personal health lesson, pages

ASSIGNMENTS:

1. Have the students rate themselves on the "Rate Yourself" handout.
2. Give advanced assignment for personal haelth lesson.

REFERENCES:

1. Beery, Manners Made Easy, Second Edition,
2. Whitcomb and Lang, Charm, Chapter 27, pages 409 - 439.
3. Hertz, Where are Your Manners, Reorder Number 5-567, Science Research Associates.
4. Weitzman, Ellis, Growing Up Socially, Reorder Number 5-510, Science Research Associates.

PRESENTATION:

1. Introduction - Back in the 1600's, during the days of the glittering French court, tickets containing instructions on how to behave were given to people who went to court. These tickets were called "Etiquettes", and from that day to this the word "etiquette" has stood for the correct behavior that should constitute our social conduct.
2. There are reasons for following rules of conduct other than that they are traditional. Rules of social conduct helps us to avoid confusion in social situations. When everyone knows how a situation is to be handled, there are no embarrassing incidents. Rules of social conduct help to bring order to our lives.
3. Hand out the checksheet "Rate Yourself - Manners Made Easy" and ask the students to complete it.
4. Introduce and show the film, "Manners for Young Moderns" or "Yes, Politeness is for You".
5. Discuss the film.
   a. Social poise - it is up to you.
   b. Manners at home - of first importance.
   c. Behavior at school - you are one of many.
6. Practice making introductions. Ask the class members to make different kinds of introductions, such as introducing an older person and a younger, a man and a woman, or a group.

Second Day

7. Introduce and show the film, "Your Boss is Proud of You".
8. Discuss the film.
9. Give the assignment for the upcoming personal health lesson. Hand out the assignment sheet on page C-21 . Allow 5 minutes for dividing the class into groups of four. Also the students should choose a chairman and make preliminary plans for their presentations.
10. Make the following suggestions for futther practice in the social graces:
    a. For the next week, look for opportunities to make introductions.
    b. Are there any problems regarding introductions, dining etiquette, party, or dance etiquette, or any other subjects not covered in this chapter that you may have some doubts about? If so, go to the library and look up the correct procedure in a complete etiquette book. Do not let any etiquette problems threaten your poise when they can be settled so simply.
    c. Practice using your very best table manners at all times. If you have been making exceptions at home, try to avoid this as much as possible.

SUMMARY:

1. What is the correct way of introducing yourself?
2. How are introductions acknowledged?
3. Discuss proper table conversation.
4. Hand out sheet on "How to be a Well - Mannered Employee".

LESSON 3: Personal Health

OBJECTIVES:

1. To develop appreciation for good personal health and its relationship to success and happiness.
2. To correlate good health with good nutrition, to practice good nutrition and to appreciate it.
3. To develop faithful practice and appreciation for that clean - cut, immaculate look.
4. To develop and use skills for the care of the hands, hair, teeth, posture, skin and to use cosmetics and anti - perspirants.

LEARNING EXPERIENCES:

1. To recognize the necessity for good personal health practices through

teacher presentation, class discussion, films, demonstrations, panel discussions, and illustrated talks.

TEACHING AIDS:

1. Films, "For Lovlier Hands", Audio - Visual School Service.
   "5 Magic Mirrors", (Bra selection, best used for girls only).
   "Teaching Grooming to Teenage Boys and Girls", Avon Products.
   "The Skin Through the Microscope", Audio - Visual Service.

Resource speaker, barber or beautician.

ASSIGNMENTS:

1. Review assignment for personal health that was made in the previous lesson.

REFERENCES:

Craig, Thresholds to Adult Living, p. 78 - 124.
Know How to Dress and Look, Avon Products.
A Teen's A B C's of Beauty, Avon Products.
The Seventeen Book of Fashion and Beauty, Seventeen Magazine.
The Wonderful World of Foods, Procter and Gamble, Home Ec. Department.

PRESENTATION:

1. Grooming is a combination of things such as cleanliness, appearance, and health. We have looked at our appearance. Let's look at cleanliness and health.
2. Good health is one of the cornerstones of a good personality. It can be built and achieved.
3. Good health requires the following:
   a. Proper diet
   b. Getting plenty of rest
   c. Suitable physical exercise
   d. Annual dentist and doctor examinations
3. A good diet is very important to good health and is very easy to achieve. A good diet should include the Basic Four.
   a. Meat Group
   b. Vegetables and Fruits
   c. Bread and Cereal
   d. Milk or Equivilent
4. Introduce and pass out pamphlets, "The Wonderful World of Foods" and discuss.

5. Present resource speaker - "Hair Care"
6. Review the previously made assignment, concerning simple demonstrations, panel discussions, or illustrated talks for next day.
    a. The talks, demonstrations, discussions, etc. should not exceed five minutes. An exception is made for those showing films.
    b. Include all 4 class members, each should be responsible and do his or her part, one should be chosen as chairman, and see that presentation is thorough and running smoothly.
    c. Be ready to interestingly present to class tomorrow, being precise, covering the topic thoroughly, and being prompt.
    d. Class will be graded individually and as a group.
7. Use the remainder of time for final polishing of tomorrow's presentation, grouping in fours as chosen previously.

Second Day

8. Five minute demonstrations, panel discussions, illustrated talks or films on the care of or the use of the following:
    a. hands
    b. teeth
    c. diet
    d. skin care
    e. posture
    f. hair
    g. packing a suitcase
9. Question and answer time.

LESSON 4: Personality and Job Success

OBJECTIVES:

1. To examine different types of personalities and to identify own type.
2. To understand, analyze, and formulate desirable personality traits in personal and business relations.
3. To explore personality, identify weaknesses, and apply knowledge for personality improvement.

LEARNING EXPERIENCES:

1. To realize that personality is the most important factor in determining whether you are liked or disliked, through class discussion.
2. To learn that personality is made up of many desirable traits. Each one is important for a good employee, wise employer, and more rewarding personal life.

TEACHING AIDS:

1. Personality Rating Scale, page C-24

ASSIGNMENTS:

1. Complete the Personality Rating Scale for three other classmates.
2. Complete the Personality Rating Scale for self and devise plan for improving least desirable traits.

REFERENCES:

1. Minnesota University, Student Manual for Occupational Relations, pp. 21 - 36.
2. Henry, Exploring Your Personality, Science Research Associates.
3. Snick, Your Personality and Your Job, Science Research Associates.

PRESENTATION:

- Introduction - Personality is the most important factor in determining whether you are liked or disliked. Our next two lessons will be devoted to studying personality and how it can be improved.

1. Ask students how they would define personality.
   a. Personality is your average behavior.
2. Describe each of the three basic types of personality.
   a. extrovert - - gregarious individual (likes to be with others) spends
      little time with self - analysis
      usually not self - conscious
      cares little for others' feelings
   b. introvert - - sensitive of feelings and quite easily hurt himself
      takes things personally, a worrier
      needs to be alone
   c. ambivert - - combines the two qualities above
      combines interest in people and things
3. Why is ambition important to job success?
   a. Being ambitious by doing more work with more enthusiasm you more than satisfy your employer and bring a sense of satisfaction to yourself.
4. How is business like an athletic team?
   a. An athletic team and a business both have these common goals:
      (1) cooperation - everyone must make a contribution.
      (2) foresight - know how and why and the way your part fits into entire plan and carry out your duties enthusiastically.
      (3) loyalty - speak and do well of ball club/or business. Display self - control.

5. What usually happens to an employed person who has a serious personality deficiency which he cannot or will not correct?
   a. He gets himself fired.
6. How does foresight help you in the business world?
   a. You know your job, keep informed and plan ahead simultaneously.
7. What are sone ways of being dishonest other than taking money?
   a. Reporting late to work (time means money to employers)
   b. Being slow to start working up to potential output
   c. Not keeping promises
8. Does initiative mean that you should never do a job the way you are told?
   a. It does in no way mean this. Your first responsibility is to:
      (1) follow directions
      (2) ask questions if necessary
      (3) do routine work without being reminded each time
9. What does being loyal to your firm mean?
   a. Keeping confident terms confident
   b. Speaking and thinking well of employer and business
10. Is being neat a substitute for hard work? Why?
    a. No, but by being well dressed and well - groomed your attitude is better, and the impression you give to customers is more pleasing, and your interest is important to your employer.
11. Ask students to rate three other students which have been assigned to them. Rate the people assigned and do not sign your name to the rating sheet. Try to be as honest in rating your classmates as you are able. Perhaps you can be of help to someone else and the ratings of others will be of help to you. Turn these in to your instructor.

Second Day

12. Ask the students to rate themselves according to the Personality Rating Scale. To be of value, this must be as honest an evaluation as it is possible for each to make.
13. Give each student the three ratings prepared by his classmates plus one prepared by himself. Study these carefully to see how they compare with the one he prepared for himself. If he has ranked low on a personality trait more than once, encourage him to try to determine why he received the low ratings.
14. Ask each student to take the trait on which he has received the lowest ratings and to prepare a plan for its correction. This will probably include the following:
    a. A statement as to why he thinks it is important that he improves this particular trait. (especially on the job).
    b. A definite statement of the habit or attitude he wishes to correct.
    c. A definite plan for the correction of the habit or attitude. This will probably include the formation of a counter - habit.

- d. How the student plans to evaluate the success of his plan for improving his personality.

15. Ask the student to turn this in to the instructor.
16. Discuss with the students those traits that our society generally thinks of as desirable ones.
    - a. ambitiousness
        - (1) constantly trying to improve yourself and to advance in your chosen occupation
        - (2) must do more than the minimum work required, and do it better than just "satisfactory".
    - b. Cooperativeness
        - (1) everyone must make a contribution - many ways to show this trait.
            - (a) return early from coke breaks and/or lunch hour on time
            - (b) work carefully with new employees
            - (c) avoid calling attention to co - worker's mistakes
            - (d) compliment other workers
            - (e) volunteer services in rush times or emergencies
            - (d) be agreeable to vacation schedules
    - c. Courteousness
        - (1) do you know someone that never lets you finish a sentence?
        - (2) do you laugh at the ideas someone else expresses?
        - (3) must be considerate of the rights and ideas of others and be sincerely interested in what others do and say
    - d. Dependability
        - (1) always be:
            - (a) on time
            - (b) finished with task when assigned
            - (c) prompt to notify employer if must be absent (unaviodable)
    - e. Enthusiasm
        - (1) can make life much more pleasant and rewarding
        - (2) do not be afraid to show your enthusiasm
    - f. Foresightedness
        - (1) having long - term ambitions as well as immediate goals in mind
        - (2) start now and plan ahead
        - (3) plan to meet deadlines
        - (4) keep informed
        - (5) know how your job fits into total business picture
        - (6) when applying for a position, know opportunities for advancement and additional training needed
    - g. Friendliness - "to have a friend - - be one"
        - (1) friendly smile and attitude
        - (2) cheery good - morning
        - (3) helpful to others - willing to meet them half - way
    - h. Sound Mental Health
        - (1) development of self - control
        - (2) three attributes of good mental health

        - (a) gain great self - confidence
        - (b) courage
        - (c) self - control
    - (3) quotation of President F. Roosevelt's, "The only thing we have to fear is fear itself"
    - (4) practice in meeting small disappointments in school as a cushion for meeting those larger disappointments that may occur later.
    - (5) lose graciously and go back to try again
    - (6) make and keep good friends
- i. Honesty
    - (1) time is money to employer
    - (2) keep promises
    - (3) must be honest in all relationships
        - (a) employer
        - (b) co - worker
        - (c) friends
        - (d) family
        - (e) yourself

YOU CANNOT AFFORD TO BE WITHOUT THIS TRAIT OF HONESTY- - MAKE SURE YOU UNDERSTAND IT!

- j. Industry
    - (1) are you a clock watcher?
    - (2) attend strictly to business
        - (a) not being distracted by noise, etc.
    - (3) work as hard when alone as when someone is observing you
    - (4) MAKE YOUR WORK SO WELL DONE -- NO ONE ELSE WILL HAVE TO CHECK ON YOU
    - (5) means raises and promotions
- k. Initiative
    - (1) ability to go ahead on your own, to see things that need to be done, be resourceful, and to use good judgment
    - (2) first responsibility is to follow directions exactly
    - (3) if you have initiative you will not bother superiors with small matters that you can take care of yourself.
    - (4) go ahead with tasks that require daily or weekly attention without being told each time.
    - (5) listen carefully to instructions - ask questions if necessary
- l. Loyalty
    - (1) speak well of firm
    - (2) think well of firm
    - (3) encourage others to do the same (never discuss anything that goes on at work with other employees or people outside business
    - (4) not telling what you learn in confidence

SUMMARY:

1. How can a personality be improved?
    a. Have a good reason for wanting to improve.
    b. Determine which trait you want to work to improve.
    c. Need and get a specific plan for improvement.
    d. Evaluate yourself periodically and honestly.
    e. When the desirable new habit is well established, start working on the next personaltiy problem.
2. Our society holds certain values regarding personality traits to be good.
3. Remember that 90 percent of all jobs that are lost are lost because of personality problems.

UNIT OBJECTIVES

Handout Sheet

1. To examine different types of personality and to identify own type.
2. To understand, analyze and formulate desirable personality traits in personal and business relations.
3. To stimulate objective thinking toward personality improvement.
4. To understand, appreciate, and apply basic art principles when selecting clothes.
5. To recognize the importance of neatness in all facets of life.
6. To become aquainted with the varied styles in clothing and to learn those styles suited for certain jobs.
7. To learn that good grooming is important to success in moderm day life.
8. To develop sound table attitudes and use correct table etiquette daily.
9. To develop appreciation for good personal health and its relationship to success and happiness.
10. To develop faithful practice of and appreciation for that clean - cut, immaculate, organized look.

CASE PROBLEMS FOR CLOTHING SELECTION

STUDY

Cases for group discussion and analysis

Case one

Lately Louise has been concerned about being too tall. She has begun to wear flat shoes for all occasions. At social gatherings she would find a chair quickly and remain seated most of the time "because then nobody notices how tall you really are". Actually Louise is only 5' 7" tall and has the kind of figure that wears clothes very well. What ideas would you offer Louise about clothing and hair styles that would be most suitable for her?

Answer:

Louise, a tall, willowy type (because of the narrow line of her figure) will want to choose styles that will tend to break the long line. Horizontal interests are excellent.

Hair - do flat on top - more becoming to a long, narrow face. Good to avoid long lines in her hair style.

Becoming details:
- two - piece dresses
- one - piece dresses - - full skirt
- contrasting skirts and blouses
- wide belts
- full sleeves
- high or round necklines
- ascots
- big bows
- three - quarter length coats
- box or belted coats

Case two

John is going to Sears for an interview. He is particularly interested in being a salesman. John is a bit on the heavy side for his height, which is about 5'6" - - and John knows being a salesman among the customers all day, he must look sharp. John has also heard that this employer has offered applicants cigarettes during an interview and he is wondering about the best way to handle the situation. Can you help John with his problems?

Answer:

verticle accents
thin, narrow ties, avoiding wide horizontal stripes

short hair cut
darker colors
shining shoes and well - groomed from head to foot
clean fingernails

decline cigarette best way to solve problem

Employer may have hidden all ash trays prior to interview, testing John, if he did take a cigarette to see if he had common sense to think in a situation. Asking for a ash tray in that case would be correct.

MANNERS MADE EASY

Rate Yourself

On a separate sheet of paper write down the numbers from 1 - 15. After each number put the letter of the item that completes each of the following statements correctly. To rate yourself, check with the key.

1. If you were asked whether you obey the rules of etiquette, would you think of (a) your behavior on dates and at informal get - togethers, (b) the consideration you show to others in everyday living, (c) your poise at formal dances and in handling reception lines?

2. When you receive kindly criticism, do you (a) feel hurt, (b) accept it graciously and determine to do something about it, (c) let it run in one ear and out the other?

3. If you should be asked to attend a tea that is primarily for older people, would you (a) accept the invitation, but be nervous and self - conscious about how you would behave at the affair, (b) beg off because you would feel out of place, (c) accept in the confidence that you would be able to handle yourself well?

4. Do you think your best friends value your friendship primarily because (a) you are interested in them, (b) you are popular, (c) you live near each other?

5. If a classmate stopped on the street to help a woman pick up her dropped packages, would you (a) walk on because you were embarrassed, (b) lend a hand as a matter of course, (c) consider him a sissy?

6. Do you do your part of the work at home because (a) you want to ask a favor, (b) you feel you should share a part of the responsibility, (c) you are expected to do certain things?

7. At the table do you (a) complain about what's been happening at school, (b) eat as hurriedly as possible so that you can meet your friends, (c) tell about something interesting that has happened during the day?

8. If you have been refused some new clothes for a special party, do you (a) accept the refusal graciously, (b) grumble and complain, (c) threaten to drop out of school.

9. If a member of the family has received a letter from someone you know, should you (a) wait for him to offer to tell you the latest news, (b) read the letter when he is away from home, (c) ask his permission to read the letter?

10. Family affairs should always be (a) kept within the family, (b) discussed only with your best friends, (c) told to anyone willing to listen?

Key to questions - - Manners made easy

Social Poise
1. b
2. b
3. c
4. a
5. b

Manners at Home
1. b
2. c
3. a
4. a
5. a

Additional rate - yourself questions:

Pages:

49	Behavior at school
135	How you speak
153	Conduct in public
222	Table technique
249	Dining out

Reference: Beery, Manners Made Easy, McGraw Hill

How to be a well - mannered employee

Be punctual

Be helpful to those who are learning some skill that you know

Be interested in other people

Be courteous to older people

Be considerate of the feelings of others

Be quick to introduce your friends

Never lose control of your temper

Never be loud of speech or manner

Never be ashamed of your family

Never be rude

Never be dishonest

Never sponge - - but pay your share

Never borrow from the other sex, nor often from your own sex

Personal Health

Criteria for assignment:

ASSIGNMENT:

1. The instructor will divide you into groups of four.
2. Each group will be given or will draw a subject on which they are expected to give a simple demonstration, an illustrated talk, or a panel discussion within a few days (to be announced by instructor). Some students may decide to select and introduce a film.
3. This group will be given some precious time of a class period for choosing a chairman in each group, planning, and suggesting duties for presentation. (approximately 5 minutes)
4. References will be given for each group, but this will demand some outside work, plan well, and work diligently. (see attached page)
5. The entire presentation, which will be given in front of the class, will not exceed 5 minutes (group of four), you will be stopped in 5 minutes so plan accordingly. For those students showing a film, more time can be used. (note criteria for grade below)
6. All four members of each group should be active in the presentation. Do your share of planning and work. The chairman should see that the presentation is kept running smoothly and covers the subject efficiently.
7. You will be graded individually and as a group.

Grading Sheet. Topic ______________________ Name ______________________

Type of Presentation ______________________ Group No. __________

	4 Superior	3 Good	2 Fair	1 Poor
1. References used to best advantage.				
2. All members of group utilized.				
3. Well organized				
4. Within time limits				
5. Presentation:				
a. well organized				
b. not read				
c. diction, clear				
d. precise				
e. at ease				
6. Smiled, enjoyed presentation				

Grading Scale:
19 - 24 A
18 - 13 B
12 - 7 C
Below 7 - - Need Help

Total Possible ______________________

Your Score ______________________

References for Outside Assignment:

You may add and use any additional information or references in the library or from reliable sources.

Hands and Feet

1. Proctor and Gamble Co., Through the Looking Glass, pages 20 - 22.
2. Beery, Manners Made Easy, Chapters 5 and 6.
3. Whitcomb and Lang, Charm, "Beauty at Your Fingertips", page 121.

Hair

1. Proctor and Gamble, Through the Looking Glass, pages 10 - 16.
2. Beery, Manners Made Easy, Chapters 5 and 6.
3. Whitcomb and Lang, Charm, page 101.
4. Learning to Handle Your Hair, Extension Service, KSU.

Posture

1. Proctor and Gamble Co., Through the Looking Glass, pages 23 - 26.
2. Beery, Manners Made Easy, Chapter 4.
3. KSU Extension Service, pamphlet, Your Poise.
4. Whitcomb and Lang, Charm, page 9.
5. When You Walk, and Poise, Extension Service, KSU.

Make - Up

1. Proctor and Gamble Co., Through the Looking Glass, pages 6 - 9.
2. Beery, Manners Made Easy, Chapter 6.
3. Whitcomb and Lang, Charm, page 79.

Skin Care

1. Proctor and Gamble Co., Through the Looking Glass, pages 2 - 5, 17.
2. Beery, Manners Made Easy, Chapter 5.
3. KSU Extension Pamphlet, Young Man, Take a Clothes Look.
4. Whitcomb and Lang, Charm, page 63.
5. Cleanliness and Fragrance, and Grooming Hints for Your Face, Extension Service, KSU.

Teeth or Mouth Hygiene

1. Beery, Manners Made Easy, pages 72 - 73.
2. Extension Service, KSU, Good Food - Good Teeth, Manhattan, Kansas.

Diet

1. Whitcomb and Lang, Charm, page 35.
2. Teen - Age Nutrition , Extension Service, KSU.
3. Food for Fitness - - No. 424, US Department of Agriculture.
4. Food and Your Weight, Home and Garden Bulletin No. 14, US Department of Agriculture.

Personality Rating Scale - For Yourself and Others

Read the list of characteristics below and consider carefully the person you are rating, either yourself or a classmate. Be honest with yourself and others, as this will be of great value if done correctly and carefully. CHECK THE MOST APPROPRIATE TRAIT.

1. How does his (her) clothing impress you?

negligent	carelessly	average	well cared for	tasteful

2. How well does he (she) use English?

disregards grammar rules	careless in grammar	average	careful in grammar	very good grammar

3. How well does he (she) care for his (her) hair?

dirty or uncombed	poorly combed	shows ordinary care	well combed	well groomed

4. How courteous is he (she)?

rude, insulting	unmannerly inconsiderate	average	generally courteous	very courteous

5. How dependable is he (she)?

unreliable, shirking	irresponsible	average	trustworthy	unwavering

6. To what extent is he (she) socially adaptable?

avoided by others	unnoticed	accepted	well - liked	sought by others

7. How cheerful is he (she)?

dejected, blue	generally dispirited	average	generally cheerful	very cheerful

8. How ambitious does he (she) appear to be?

lazy	indifferent	average	diligent	very industrious

9. Below are a list of mannerisms - circle those which apply to the individual being rated. Chewing pencil ends or other objects - - sniffing - - scratching or picking at parts of the body - - fidgeting - - frequent, ill - concealed yawning - - unnecessary throat clearing or coughing - - chewing gum excessively - -giggling - - absent - minded whistling or humming - - belching which could be controlled - -eating or drinking noisily. List others on the back of the page.

Bibliography

Books

Craig, Hazel Thompson, Thresholds to Adult Living, (Peoria, Illinois: Charles Bennett Company, Inc., 1962).
Beery, Mary, Manners Made Easy, (New York: McGraw - Hill Book Co., 1954).
Minnesota University, Student Manual for Occupational Relations, (Minneapolis, Minnesota: 1960).
Peterson, Eleanor M., Successful Living, (Bacton: Allen and Bacon, Inc., 1959).
Vaughn and Rath, Effective Personality Building, (New York: McGraw - Hill Book Co., 1947).
Jenkins, Bauer, Shocter, Teenagers, Teachers Edition, (Chicago: Scott, Forman and Co., 1955).
Whitcomb, Helen, and Lang, Rosalind, Charm, (New York: McGraw - Hill Book Co., 1964).
The Seventeen Book of Fashion and Beauty, Seventeen Magazine.

Pamphlets and Booklets

"Color", Co - Ed, October, 1966.
Avon Products, 30 Rockefeller Plaza, New York 10020:
  A Teen's A B C's of Beauty
  Know How to Dress and Look
Kansas State University Extension Service, Manhattan, Kansas:
  Dress Neatly
  As You Look to Others
  Accessories for You
  How to Look Smart
  Foundation Garmet Wardrobes for the Jr. Miss
  Young Man! How Do You Look?
  Young Man, Take a Clothes Look
  When You Step Out
  What to Wear Where
  So You're Tall
  So You're Short
  Problems With Figures
  Fashion Tricks to Please the Eye
  Your Personal Color Palette
  Mannerisms
  Your Poise
  When You Walk
  Teenage Nutrition
  Learning to Handle Your Hair
  Grooming Hints for Your Face
Proctor and Gamble Co., Home Ec. Department, Cincinnati, Ohio:
  Through the Looking Glass to Good Grooming
  The World of Wonderful Foods

Science Research Associates, Monravia, New York:
- Clark, Thaddeus B., What is Honesty?
- Henry, William E., Exploring Your Personality
- Hertz, Where Are Your Manners
- Menninger, William C., Understanding Yourself
- Snick, Daniel, Your Personality and Your Job
- Weitzman, Ellis, Growing Up Socially
- Wremn, Gilbert C., How to Increase Self - Confidence

Films

"Accent on Charm"
"For Lovlier Hands", Audio - Visual Service, 120 Fulton Ave., Garden City Park, New York.
"Five Magic Mirrors"
"Manners for Young Moderns" Elizabeth Smith Visual Aids Studio, 1909 Avenue, Huntsville, Texas.
"Table Manners", KSU Extension Service, Manhattan, Kansas
"Teaching Grooming to Teenage Boys and Girls", Avon Products, 30 Rockefeller Plaza, New York.
"The Skin Through the Microscope", Audio - Visual School Service, 386 Park Avenue South, New York.
"Yes, Politeness is for You", KSU Extension Service.
"Your Boss is Proud of You", KSU Extension Service.

UNIT C

APPLICATION, INTERVIEW, FOLLOW-UP

UNIT OBJECTIVES:

1. To develop abilities in the fundamentals of securing a job through the preparation of letters of application, application forms, and personal data sheet.
2. To develop skill in interviewing for jobs and following them up.
3. To understand the courtesy of sending a letter of appreciation following an interview.

LESSON PLANS:	Number of periods per lesson	Page
1. Letter of Application	2	C-2
2. Personal Data Sheet	1	C-4
3. Application Form	1	C-5
4. Interview	4	C-7
5. Followup and Review	1	C-9
6. Final Test	1	C-9

TEACHING AIDS:

1. Sample Letter of Application, Lesson 1 ------------------ C-10
2. Letter of Application Score Sheet, Lesson 1 ------------- C-11
3. Sample Personal Data Sheet, Lesson 2 -------------------- C-12
4. Personal Data Sheet Score Sheet, Lesson 2 --------------- C-13
5. Sample Information Blank for Job Application, Lesson 3 -- C-14
6. Application Blank Score Sheet, Lesson 3 ----------------- C-15
7. Interview Questions Hand Out, Lesson 4 ------------------ C-16,17,18

BIBLIOGRAPHY --- C-19

APPLICATION, INTERVIEW, FOLLOW-UP

LESSON 1: Letter of Application

OBJECTIVES:

1. To produce acceptable application letters.
2. To analyze application letters for acceptability in terms of neatness, accuracy, form, and placement.

LEARNING EXPERIENCES (MOTIVATION)

1. Discussion of the importance of the qualities of neatness and accuracy to the field of business.
2. Discussion of an individuals standards of neatness, accuracy, form, and placement as it is reflected in an application letter.

TEACHING AIDS:

1. Duplicated copies of an effective letter of application, page C-10
2. Overhead projector to show letter.
3. Bulletin board display of effective letters.
4. Newspaper listings of "help-wanted" advertisements.
5. Handbooks for each student, "Merchandising Your Job Talents", see bibliography, page C-19

ASSIGNMENTS:

1. Study the sample letters in the books listed under references.
2. Write a letter of application.

REFERENCES:

1. Lessenberry, Crawford, and Erickson, 20th Century Typewriting, p. 216
2. Fries, Rowe, and Travis, Applied Secretarial Practice, pp. 451-452
3. MacGibbon, Elizabeth G., Fitting Yourself for Business, pp. 171-182
4. Whitcomb and Long, Charm, p. 279

PRESENTATION:

1. Introduction of unit, the manner in which a person applies and interviews for a job is important to obtaining a job.
   a. It tells much about the kind of person he is.
      (1) Standards of neatness and accuracy.
2. A letter of application is often the first step toward obtaining a job. It is sent under the following circumstances:
   a. In reply to help wanted advertisements.
   b. To firms having vacancies you could fill.

- c. To firms in a field for which you are especially qualified.
- d. To business people who know you or your family.

3. Refer to books listed under "Teaching Aids" above for sample application letters.
4. Examine effective letters of application.
    - a. Distribute duplicated copies to the class.
    - b. Use overhead projector to show letters.
5. Examine letters to understand what is included.
    - a. A statement of the position sought.
    - b. The source of information regarding the position.
    - c. Indication of interest in firm and why.
    - d. Reference to own work experience and personal data sheet.
    - e. Request for an interview at employers convenience.
    - f. Applicant's telephone number.
6. Inform students of job leads.
    - a. Help-wanted advertisements.
    - b. Unions, industrials and crafts.
    - c. State Employment Services, United States Civil Service Commission
    - d. Private employment agencies.
    - e. Yellow pages of telephone directory.
7. Distribute the help-wanted sections of city newspapers.
    - a. Each student selects a job advertisement to which to reply.
    - b. Each student is asked to check job description carefully.
8. Write acceptable letters of application.
    - a. The letter should be accurate, concise, informative, appealing, and courteous.
    - b. Review what is included in the letter.
    - c. Discuss essentials of a good letter.
        - (1) Use good quality bond paper, preferrably 8½ x 11 inches.
        - (2) Margins (two sides about same width).
        - (3) Return address (your address and the date).
        - (4) Inside address (to the firm, with "attention" to the person to whom the letter is directed, if known).
        - (5) Greeting (usually, Gentlemen, Dear Sir).
        - (6) Body of the letter.
        - (7) The closing (Yours truly, very truly yours, etc.)
        - (8) Signature (hand written).

SUMMARY:

1. What are the characteristics of a good application letter:
    - a. It is neat, concise, accurate, informative, appealing, and courteous.
2. Why should work experience be mentioned in an application letter?
    - a. It indicates you are able to follow directions.
3. Is it necessary to indicate interest in the firm to which you are applying for a job?
    - a. Yes, interested persons usually make better workers.

LESSON 2: Personal Data Sheet

OBJECTIVES:

1. To develop the ability to produce an informational personal data sheet.

LEARNING EXPERIENCES (MOTIVATION)

1. Discussion of personal data sheet as an advertisement of the applicant.
2. Discussion of the necessity of securing permission to use reference names.
3. Discussion of the importance of the courtesy to provide a stamped, addressed envelope when requesting someone to write a letter of recommendation.

TEACHING AIDS:

1. Sample of a personal data sheet, page C-12

ASSIGNMENTS:

1. Study the personal data sheets in the books listed under references.
2. Prepare a personal data sheet.

REFERENCES:

1. Lessenberry, Crawford, and Erickson, 20th Century Typewriting, p. 215
2. Fries, Rowe, and Travis, Applied Secretarial Practice, p.451-452
3. Whitcomb and Lang, Charm, p.280

PRESENTATION:

1. Ask students to refer to personal data sheets in the above mentioned books.
2. Explain that the personal data sheet is prepared in advance so that it may be included in the application letter or taken to the interview.
3. Discuss the personal data sheet.
   a. It is a summary of the applicant's qualifications.
   b. It reflects his personality.
   c. It should be accurate, neat, well done.
4. What should a personal data sheet include?
   a. The position applied for.
   b. Vital statistics.
      (1) Date of birth
      (2) Marital status
      (3) Social Security number

        (4) Height
        (5) Weight
        (6) Health

    c. Education.
        (1) Names of schools attended
        (2) Graduation date
    d. Significant courses
    e. Activities.
        (1) Academic honors
        (2) School offices
        (3) Clubs
    f. Experience.
        (1) Any positions held (list most recent first)
        (2) Job titles
        (3) Firm where employed
        (4) Duties performed
    g. References by permission
        (1) List three people who know you well and have agreed to recommend you
5. Compose a personal data sheet.

SUMMARY:

1. What information does the personal data sheet contain?
    a. Education, experience, activities, and references.
2. Why is it good procedure to be able to present a personal data sheet during an interview?
    a. It gives the interviewer a quick summary of your capabilities.
3. How does a personal data sheet reflect a person's personality
    a. The activities one has participated in, and scholastic success give some prediction of job success.
4. Why is it necessary to secure permission to use a person's name as a reference?
    a. It is courteous and considerate. Also it is unethical to use anyone's name without first having asked permission to do so.

LESSON 3: Application Form

OBJECTIVES:

1. To learn to complete application forms correctly.
2. To analyze application forms for brevity and concisiveness.

TEACHING AIDS:

1. Application blanks for each student, see page C-14

ASSIGNMENTS:

1. Fill out an application form.

PRESENTATION:

1. Introduction. Employers look closely at application forms to determine, as far as possible, how a person will do on the job. What are some things they might look for in an application?
   a. Spelling.
   b. Writing, legible and neat.
   c. Completeness, every blank completed. If an applicant has no comment about a particular item, he should draw a line through the space to show it was given consideration.
   d. Correct and pertinent information only.
   e. Selectivity in wording comments (indicates ability to express one's self in writing).
   f. Accuracy
2. What information can a person expect to use on an application form?
   a. Information from personal data sheet.
   b. Date available for beginning work.
   c. Income expected.
3. Hand out application blanks so students may practice filling them out.
   a. They are to be filled out in ink or typewritten.
   b. Applicants signature required.
      (1) Student should decide the one way he will sign his name and stick with it
      (2) Use no nicknames or diminutives

SUMMARY:

1. Why do some firms require an application form to be completed with a pen instead of typewritten?
   a. To have a good sampling of one's handwriting.
2. Why is it necessary to complete every blank on the form?
   a. This indicates one's carefulness or carelessness in performing detailed work.
3. Why should care be taken in the selection of words in the comments that one writes?
   a. This is an indication of how well one can express himself in writing.
4. Is it absolutely necessary that an application form have a signature: If so, why?
   a. It is absolutely necessary that every application form have a signature; it is worthless without a signature. One's signature should be proof that the application form has true information.

LESSON 4: Interviews

OBJECTIVES:

1. To develop the ability to interview with confidence.
2. To learn to present self and ideas positively.
3. To know the qualifications for a position.
4. To be able to analyze own qualifications for a position.
5. To develop an understanding of the importance of telephone courtesy.

LEARNING EXPERIENCES (MOTIVATION)

1. Discussion of the importance of proper dress and good grooming for interviewing. The first impression of the interviewee is made by his personal appearance. Personal appearance is an indicator of one's performance on the job.
2. Discussion of desirability of obtaining information about the company's policies, products, etc. prior to an interview. It shows interest in the firm.
3. A study of qualifications for specific positions.
4. Proper procedure in the interview appointment through "Teletraining" instruction. In the field of business, correct telephone techniques are considered a determining factor in business success.

TEACHING AIDS:

1. Film, "Interviewing", Kansas State University, an unpublished film, or "Interviewing Procedure", a film by the Miami County National Bank, Paola, Kansas.
2. "Teletraining for Business Studies", American Telephone and Telegraph Company. Bell Telephone Company will supply on request, a kit containing two telephones, a switchboard, and student manuals "Win More Friends by Telephone Instruction."
3. Record, "Skills and Preparation Needed For That First Job", Don H. Laden, Employment Councelor of Key Personnel, Key Personnel Services, Inc., 916 Walnut, Kansas City, Missouri.
4. Invited businessman to speak on the topic, "Application Interview."
5. Hand outs of interview questions.

ASSIGNMENTS:

1. Study articles listed under the following references.
2. Prepare for role playing of interviews. Assign students the parts of receptionist, interviewer, interviewee.

REFERENCES:

1. Keily and Walkers, How to Find and Apply For a Job, second edition.
2. Whitcomb and Larg, Charm, pp. 289-293.
3. Fries, Rowe, and Travis, Applied Secretarial Practice, p. 454.
4. Dreese, Mitchell, How to Get the Job, pp. 21-35.
5. Mac Gibbon, E.G., Fitting Yourself for Business, pp.171-225.

PRESENTATION:

1. Assign references and sections to be used in preparation for interviews.
2. Discuss the importance of personal appearance, of proper dress, and good grooming.

   - a. A first impression.
   - b. Indication of one's performance on the job.
3. Ask for volunteers to demonstrate shaking hands, walking and sitting properly, proper placement of hands and feet. Not particularly the whole hearted hand shake.
4. Discuss preparation for interview.
   - a. Dress according to the job for which you are applying.
   - b. Be on time for the interview.
   - c. Go on the interview alone.
   - d. Greet the receptionist or employer with a smile. Don't sit down until invited to do so.
   - e. Let the interviewer take the lead in the conversation.
   - f. Have easy access to personal data sheet, social security card, proof of age, pocket size calendar, pad and pencil.
   - g. Be enthusiastic, but relaxed, sit properly, proper placement of feet and hands.
   - h. Stress your qualification for the job and your interest in it.
   - i. Be business like and brief by answering questions accurately and honestly.
   - j. Have a definite understanding as to what is to be required of you on this job.
   - k. Know what extracurricular activities in which you have participated and their value to you.
   - l. Look the employer straight in the eyes, direct eye contact is very important; it indicates that you are interested in what is being discussed.
5. Show film "Interviewing", Kansas State University, or,"Interviewing Procedure", Miami County National Bank.
6. Discussion of film. What did students learn?
7. Prepare for interview role-playing. Assign students to roles of receptionist, interviewer, interviewee to be performed before class. See page for suggested interview questions to use in role playing. Give a few to each interviewer. If time permits, the groups of three may change roles within their group.
8. Teletraining with teletraining set.
   - a. Emphasize: alertness, expressiveness, naturalness, pleasantness, and distinctness.
   - b. Have students role play in practice calls.
   - c. Work toward improvement.
   - d. Do some of the exercises in the student manual,"Win More Friends by Telephone!"
   - e. Role-play in making a call to arrange for an appointment for an interview.
9. Resource Visitor. Introduce the local businessman who has been invited to speak to the class on, "The Application Interview, How Can it Be Successful." Actual interviewing experience between visitor and volunteer from class.

LESSON 5: Follow up and Review

OBJECTIVES:

1. To understand the applicants role in following up an interview.
2. To understand the objectives of the unit.

LEARNING EXPERIENCES:

1. Discussion of a person's role in following up an interview.
2. Further understanding of the unit through review.

TEACHING AIDS: None

ASSIGNMENTS:

1. Read pages given in the following references.
2. Write a note of appreciation to the interviewer.

REFERENCES:

1. Mac Gibbon, E.G., Fitting Yourself for Business, p.191.
2. Dresse, Mitchell, How to Get the Job,p. 32

PRESENTATION:

1. A note of appreciation should be written to the interviewer after a personal interview.
    a. It is a courteous gesture.
    b. It is a helpful reminder of your interest in the job.
    c. It can be a deciding factor in getting the job.
2. Write a letter of appreciation.
    a. It should be in your own handwriting, preferably.
    b. It should be brief and to the point.

SUMMARY:

1. How should a follow up note be written?
    a. It should be brief and to the point, preferably handwritten, but may be typed.
2. Why is a follow up letter so impressive?
    a. It is very unusual that an interviewee ever takes the time and effort to write one.
3. Review fundamentals of this unit. Ask questions that appear in the summaries of the other lessons.

LESSON 6: Final Test

Application, Interview, Follow-up

SAMPLE APPLICATION LETTER

2321 Elm
Cleveland, Ohio
March 4, 1968

Mr. Wilbert R. Wilson, President
Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio

Dear Mr. Wilson

Recently I learned through Dr. Robert R. Roberts of Atlantic and Pacific University of the expansion of your company's operations, and your plans to create a new position of Personnel Director. If this position is open,I would appreciate your consideration of me as an applicant for it.

Since leaving college I have had progressively more responsible and diverse experience in the personnel field. Most of this experience has been with manufacturing firms similar to yours.

For your review, I am enclosing a resume of my qualifications. I would appreciate the opportunity of a personal interview with you should you wish to discuss my application further.

Sincerely yours,

John C. Doe

Enclosure

APPLICATION--INTERVIEW--FOLLOW-UP

Letter of Application
Score Sheet

		Possible Points
1.	Letter Dated Correctly	6
2.	Correct Inside Address	6
3.	Proper Salutation	6
4.	Correct Sentence Structure	6
5.	Proper Punctuation	6
6.	Used Correct Grammar	6
7.	Sincere Job Request	6
8.	Applied For Specific Job	6
9.	Asked For Job Interview	6
10.	Gave Source For Information On Job Vacancy	6
11.	Made Reference To Personal Resume	6
12.	Gave Limited Pertinent Facts	6
13.	Handwriting Easily Readible	6
14.	Used Proper Margins	6
15.	Lines Written Parallel to Page	6
16.	Letter Placement On Page	6
17.	Proper Closing and Signature	6
	SUB TOTAL	
18.	Misspelled Words Deduct 2 points each	–
19.	Words Crossed Out Deduct 2 points each	–
	TOTAL ALLOWED	

PERSONAL DATA SHEET
of
Joanne Smith
7 Hamilton Terrace
Paola, Kansas
Telephone:

Position Sought:

Vital Statistics:

Date of Birth:	Height:
Marital Status:	Weight:
Social Security:	Health:

Education:

Significant Courses:

Activities:

Experience:
  a. List firm where previously worked
  b. Duties performed

References by permission:

APPLICATION--INTERVIEW--FOLLOW-UP

Personal Data Sheet
Score Sheet

	Possible Points	Student's Name
Included the applicant's:		
Name	5	
Date of Birth	5	
Birthplace	5	
Present Address	5	
Weight	5	
Height	5	
Schools Attended	5	
Records Made in Contests	5	
Cultural Assets: Travel Languages Music Art	5	
Family Background	5	
Special Abilities	5	
Health Information	5	
Included complete information as to applicant's:		
Experience	5	
Qualifications	5	
Education	5	
Machines Used With Degree of Skill	5	
Special Courses Which Qualifies Applicant	5	
References With Phone No. and Address	5	
Previous Job Facts	5	
Information Brief, Complete	5	
Neat, Well Organized Format	5	
TOTAL	105	

The Personal Data Sheet is to be scored based upon points indicated above. Score 0 if not properly done. Score maximum possible for each item if correctly and adequately completed. An item may be scored 1,2,3, or 4 for items depending upon degree of skill.

C-14

INFORMATION BLANK
for
JOB APPLICATION

Date______________19_______

Name in full____________________________________Phone______________________

Permanent Address____________________City_________State________Zip_______

How long have you lived there?_____Birthplace___________Date of Birth_____

Social Security Number__________________________

If foreign born, are you a naturalized American citizen?________________

For what position do you apply?____

When could you begin work?____

State income expected_______________Would you work on Commission?_________

EDUCATION AND EXPERIENCE

Did you grow up in the city, town or country?______________________________

Schooling	Name of School	Location	Kind of Course	Did you graduate?	What year?
Grade School					
High School					
Course in Correspondence					

ACTIVITIES

List below organizations to which you belong:

Name of Organization	Do you attend regularly or rarely	Offices held

What is your hobby?_________ How do you spend your spare time?_____________

What magazines do you read regularly?_______________________________________

Name the Books you've read in the last six months___________________________

APPLICATION--INTERVIEW--FOLLOW-UP

Application Blank
Score Sheet

	Possible Points	Student's Numbers													
		01	02	03	04	05	06	07	08	09	10	11	12	13	14
Filled Out Blanks with Ink	1														
Used either Blue or Black Ink	1														
Filled all Blanks Completely	1														
Answered all Blanks Accurately	1														
Framed Answers Concisely	1														
Answered Briefly	1														
Did Not Ignore or Skip Questions	1														
Wrote Legibly or Printed Legibly	1														
TOTAL	8														
		01	02	03	04	05	06	07	08	09	10	11	12	13	14

Score 0 if not properly done; 1 point if properly done for that part that applies to the application blank.

APPLICATION--INTERVIEW--FOLLOW-UP

Interview Questions

1. What are your future vocational plans?
2. In what type of position are you most interested?
3. Why did you choose your particular field of work?
4. What caused you to apply for a position in our company?
5. Do you feel that you have been adequately trained to be successful?
6. What courses did you like best? Least? Why? How did you rank in your graduating class?
7. What do you think determines one's progress in a good company?
8. Do you prefer a specific geographic location? Why?
9. Do your friends with whom you associate, influence you favorably?
10. In what school activities have you participated? Why? Which did you enjoy the most?
11. What personal characteristics are necessary for success in your chosen field?
12. What is your father's occupation?
13. What obligations do you have within your family circle?
14. Do you prefer working with others or by yourself?
15. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
16. Can you take instructions without feeling upset?
17. Do you live with your parents? Which of your parents has had the most profound influence on you?

APPLICATION--INTERVIEW--FOLLOW-UP

Interview Questions (continued)

18. What interests you about our product or service?
19. Do you feel you have done the best scholastic work of which you are capable?
20. What do you know about opportunities in the field in which you are trained?
21. How long do you expect to work?
22. Have you ever had any difficulty getting along with fellow students and faculty?
23. What is the source of your spending money?
24. Do you own any life insurance?
25. Have you saved any money?
26. Do you have any debts?
27. Do you attend church?
28. Do you like routine work?
29. Do you like regular hours?
30. What size city do you prefer?
31. What is your major weakness?
32. Define cooperation.
33. Will you fight to get ahead?
34. Do you demand attention?
35. Do you have an analytical mind?
36. Are you eager to please?
37. What do you do to keep in good physical condition?
38. How do you usually spend Sunday?
39. Have you had any serious illness or injury?
40. Are you willing to go where the company sends you?

APPLICATION--INTERVIEW--FOLLOW-UP

Interview Questions (continued)

41. What job in our company would you choose if you were entirely free to do so?

42. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

43. What types of books have you read?

44. What types of people seem to "rub" you the wrong way?

45. Do you enjoy sports as a participant? As an observer?

46. Have you ever tutored an underclassman?

47. What jobs have you enjoyed the most? The least? Why?

48. What are your special abilities?

49. What job in our company do you want to work toward?

50. Would you prefer a large or a small company?

51. What is your idea of how industry operates today?'

52. Do you like to travel?

53. What is your opinion of overtime work?

54. What kind of work interests you?

55. What are the disadvantages of your chosen field?

56. Are you interested in research?

57. Do you enjoy attending dinner parties?

58. Do you use liquor? If so, to what extent?

59. What have you done which shows initiative and willingness to work?

60. If you have an idea which you think will improve the business, how would you present it?

61. How did you spend your vacations while in school?

62. What jobs have you held? How were they obtained and why did you leave?

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BOOKS

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Blackledge, Blackledge and Kelly, You and Your Job, Finding it, Getting It, Keeping It, Southwestern Publishing Co., Cincinnati, Ohio.

Dreese, Mitchell, How to Get the Job. Chicago: Science Research Associates, Inc., 1960. p. 21 - 33.

Fries, Albert C., Margaret Rowe, and Dorothy Travid, Applied Secretarial Practice. Fifth edition. Manchester, Missouri: McGraw - Hill Book Company, Inc., 1962. p. 451 - 452.

Hertz, Barbara Valentine, Where Are Your Manners? Chicago: Science Research Associates, Inc., 1960. P. 35.

Hutchinson, Lois I., Standard Handbook for Secretaries. Manchester, Missouri: McGraw - Hill Book Company, Inc., 1963. p. 473.

Lessenberry, D.D., T. James Crawford, and Lawrence W. Erickson, 20th Century Typewriting. Eighth edition. Chicago: Southwestern Publishing Co., 1962. p. 215 - 216.

MacGibbon, Elizabeth G., Fitting Yourself For Business. Manchester, Missouri: McGraw - Hill Book Company, Inc., 1961. p. 171 - 225.

Whitcomb, Helen and Rosalind G. Lang, Charm. Manchester, Missouri: McGraw - Hill Book Company, Inc., 1964. p. 289 - 293.

Whitcomb, Helen and John, Strictly for Secretaries, New York: McGraw-Hill Company, Inc., 1965.

PERIODICALS

Palmer, Elsie D., and Sally Pancrazio. "Project in Job Seeking and Interviewing," The Balance Sheet, XLVII (February, 1966), p. 248, 249, 287.

Schmidt, Audrey. "An Open Letter To Job Applicants, "Today's Secretary,(April 1966) p. 54.

United States Department of Labor, Merchandizing Your Job Talents. Bureau of Employment,Security, U.S. Employment Service, Reprinted by the Kansas State Printing Plant for the Kansas State Employment Services.

FILMS

"Interviewing," Kansas State University, an unpublished film.
"Three Young Men," Churchill (16 minutes), 1967.
"Three Young Women," Churchill (17 minutes), 1967.

UNIT D

A STUDY OF OCCUPATIONS

OBJECTIVES: To help students evaluate themselves in areas essential to occupational choice, seek out the occupational information available to them, and develop sound methods and procedures for studying occupations.

UNIT CONTENTS: (6 lessons)

Page

Self - appraisal and Study Methods (Lessons 1 - 4) . . . . D- 2
Study of Occupations (Lessons 5, 6) . . . . D- 6
Teaching Aids D-9
Bibliography . . . . D- 13

LESSONS 1 - 4: Self - Appraisal and Study Methods

OBJECTIVES:

1. To help the student realize the importance of selecting a career.
2. To help the student evaluate himself in terms of skills, aptitudes, special abilities, and behavior.
3. To help the student realize the importance of his self - analysis in selecting work.
4. To emphasize the advantages of obtaining as much training and education as possible.

LEARNING EXPERIENCE:

1. Understanding the importance of selecting a job by discussing the long - range effects that careers have on an individual's life.
2. Learning how to properly evaluate self by completing a standard outline and discussing pertinent points.
3. Realizing the importance that many factors have on the type of employment sought by discussing how the factors affect job performance.
4. Understanding the advantages of obtaining additional qualifications by seeking further education.

TEACHING AIDS:

1. Pamphlet, "Choosing Your Occupation"
2. Student workbook, "Exploring Your Future"
3. Movie projector and screen
4. Overhead projector

ASSIGNMENTS and PROJECTS:

1. Review self - inventory made in "Choosing Your Occupation" pamphlet. before first lesson.
2. Read pages 1 to 24 of "Exploring Your Future"
3. During class sessions, self - evaluation sheets of "Exploring Your Future" will be filled in.

REFERENCES:

1. Student workbook, "Exploring Your Future", pp. 1 - 24.
2. Minnesota University, Student Manual for Occupational Relations, (Minneapolis: 1960), pp. 9 - 20.

3. James M. Murphy, Handbook of Job Facts, fourth edition; (Chicago: Science Research Associates, 1963).
4. US Department of Labor, Job Guide for Young Workers, (Washington, D.C.: US Government Printing Office).
5. US Department of Labor, Occupational Outlook Handbook, (Washington, D.C.: US Government Printing Office).
6. Film, "Finding Your Life Work"
7. Film, "How to Investigate Vocations"

PRESENTATION:

1. INtroduce and discuss content of student workbook, "Exploring Your Future". Cover pages 3 and 4 in detail.
2. Importance of selecting a career.
   a. Work determines where a person lives.
   b. Type of work probably will determine associates, friends and ability to find employment.
   c. An individual is responsible for his future.
   d. The individual must determine needs, wants, personality and demands in life.
   e. Selecting is not a simple task and takes time to do properly.
3. Selecting part - time employment (Unit II of reference 2 above)
   a. Matching the person to the job.
   b. Qualifications desired by the employer
      (1) Interest in the business.
      (2) A strong desire to work and learn the business
      (3) Previous work experience
      (4) Specific educational preparation
      (5) Use of leisure time and community participation
      (6) Good health and personal habits
      (7) Personal reputation
      (8) Personal appearance and manners
      (9) Special skills and abilities
   c. Individual must keep in mind "How do my qualifications match the job I want?"
4. Study of new jobs is necessary because of fast changing, modern technology (p. 3 of "Exploring Your Future).
5. Individual must understand himself
   a. School subjects and performance.
   b. Job Experience
   c. Compare total picture of self with career opportunities.
6. Factors of "Personality File"
   a. Interests
   b. Aptitudes
   c. Temperament
   d. Capacity for education

NOTE: Remind students of the importance of talking over tentative plans with guidance counselor and getting advice on grades and courses needed.

7. Cover four basic steps when investigating careers (pages 4 to 5 of "Exploring Your Future").
8. Complete self - evaluation as outlined in "Exploring Your Future" (pages refer to this workbook)
   a. Main interests (p.7)
   b. Discuss patterns of ability and how much ability is needed for a selected career.
   c. Analyze abilities (p. 8).
   d. High school courses, grades and activities (p. 10).
   e. Strengths and weaknesses (p. 11).
   f. Readiness Rating Scale (p, 12). Obtain aptitude test score from counselor.
   g. List hobbies, including abilities for each.
   h. Discuss personality.
   i. Self - rate personality (p. 14). Consider kind of person each job calls for. It is more desirable to select job that fits personality than trying to change personality to fit the job.
9. Discuss social needs:
   a. What kinds of people do you want to meet?
   b. With what groups of people do you wish to associate?
   c. What kind of community do you wish to live in?
   d. Do you like to work by yourself or work with other people around?
   e. List personal and social needs (p. 15 of "Exploring Your Future").

   NOTE: Showing and discussing of the film, "Finding Life Work" is recommended at this time.
10. Discuss physical status
    a. Physical requirements of careers.
    b. Height and weight restrictions.
    c. Discuss careers requiring strength, agility, excellent vision, use of feet, patience, appearance, etc. Remind student physical condition cannot be changed easily, although determination can overcome physical shortcomings.
11. School and leisure activities. List on page 17 of "Exploring Your Future".
12. Discuss work experience
    a. Some jobs provide opportunities, others hold little future.
    b. List work experience to include special responsibilities.
    c. Consider personal satisfaction recieved from each type work.
13. Consider profile (p. 20 of "Exploring Your Future").
    a. Obtain counselors' comments on tests, aptitudes and careers.
    b. Discuss "My Profile".
    c. Write profile thoughtfully. Establish mental picture of objective and subjective self.
14. Discuss understanding occupations and where people work.
    a. Seven major areas of work (p. 15 of workbook).

        (1) Clerical and sales
        (2) Operators
        (3) Proprietors and Managers
        (4) Skilled
        (5) Service
        (6) Professional
        (7) Unskilled
    b. Use references 3,4, and 5 above in discussing future prospects in specific occupations.

15. Discuss finances and training (p. 22 of "Exploring Your Future").
    a. Cost of training for selected career. Gather facts.
    b. Earning part of training costs. Use of hobbies and skills.
    c. Training is one of most important considerations since type of job, achievement and pay will greatly depend upon training.
    d. Show graph of "Estimated Lifetime Income" of men with one year schooling to four years of college (p. 4 of "Exploring Your Future").
    e. Discuss occupational outlook for 1960 to 1970 (p. 5 of "Exploring Your Future").
    f. Show US Department of Labor graphs, "Challenge of the 1960's".
    g. Discuss methods of financing education after high school. Night courses while working full - time or part - time and summer work to allow full - time schooling.
    h. Consider long - range advantages of education as well as immediate money satisfactions.
    i. Many education loans are available.
    j. Fill out financial estimate on pages 22 and 23 of "Exploring Your Future" and summarize Step One on page 24.

REVIEW:

1. Reemphasize important points of these lessons.
2. Ask the following questions:
    a. What areas of an individual's life are likely to be affected by the type of job he has? Answer: Just about every area. Friends, associates, home location, schooling of children, activities, etc.
    b. List some of the qualifications an employer looks for. Answer: Paragraph 3,b lists the nine items discussed in class.
    c. Why is additional training after high school strongly recommended? Answer: So an individual can gain a skill or qualifications desirable in the world of work. Employers look for trained personnel. training is an essential factor in advancement.

LESSONS 5 and 6: Study of Occupations

OBJECTIVES:

1. To help students understand career opportunities.
2. To acquaint students with pertinent aspects of employment.
3. To show students a method of studying an occupation.

LEARNING EXPERIENCES:

1. Understanding career exploration by defining the term career and learning the "why" of career exploration.
2. Learning the pertinent aspects of employment by discussing career considerations.
3. Learning a sound method of studying an occupation by selecting an interest occupation and conducting a complete study using a suggested outline.

TEACHING AIDS:

1. Movie Projector and Screen.
2. Overhead projector and transparencies #1 and #2 (pages 9 and 10).
3. Student workbook, "Exploring Your Future".

ASSIGNMENTS and PROJECTS:

Students prepare "A Study of an Interest Occupation" using outline found on page D-11. Project is explained in Lesson 5 and one lesson hour is used for working on this project.

REFERENCES:

1. US Department of Labor, Dictionary of Occupational Titles, (Washington, D.C.: US Government Printing Office), Volumes I and II.
2. J. Anthony Humphreys, Choosing Your Occupation, (Washington, D.D.: US Government Printing Office).
3. US Department of Labor, Job Guide for Young Workers, (Washington, D.C,: US Government Printing Office).
4. US Department of Labor, Occupational Outlook Handbook, (Washington, D.C.: US Government Printing Office).
5. Film, "How to Investigate Vocations".

PRESENTATION:

1. Define career - any profession, vocation, skill, or occupation by which one earns a living.
2. Career exploration (use transparency #1, page D-9).
3. Building a successful career (use transparency #2, page D-10).
4. Considerations in Exploring Career Opportunities
    a. Service to others.
    b. Indoors vs. outdoors.
    c. Working hours.
    d. Wages and benefits.
    e. Union, trade, and professional involvement and/or opportunities.
    f. Community locale and social environment.
    g. What are normal routes of advancements?
5. Study of wages and benefits (answer questions on p. 25 of "Exploring Your Future").
6. Discuss growth of industry, the demand for women, and unemployed groups (transparencies from current graphs can be used).
7. Explain use of the Dictionary of Occupational Titles, Volume I and II, (Use transparency of pages being discussed).
8. Identifying career interests
    a. List interests by occupational classification (page 27 of Exploring Your Future", page 29 has sample list of occupational classification of 106 careers).
    b. List three selected career interests on page 28 of Exploring Your Future". Check reasons for deciding on each career.
    c. Fill in abbreviations for courses that may help in each career area.

    NOTE: Showing and discussing the "How to Investigate Vocations" film is suggested at this time.
9. Discuss project "A Study of an Interest Occupation".
    a. Explain use of outline (page D-11).
    b. Recommend use of references 1 - 4 above for completing this project. All references should be available to students.
    c. Allow one period of class time to work on this project. Complete paper out of class.
10. Procedure for first exploratory experience at observing an occupation.
    a. Summarize procedures listed in Unit E
    b. Discuss Exploratory Experience Agreement.

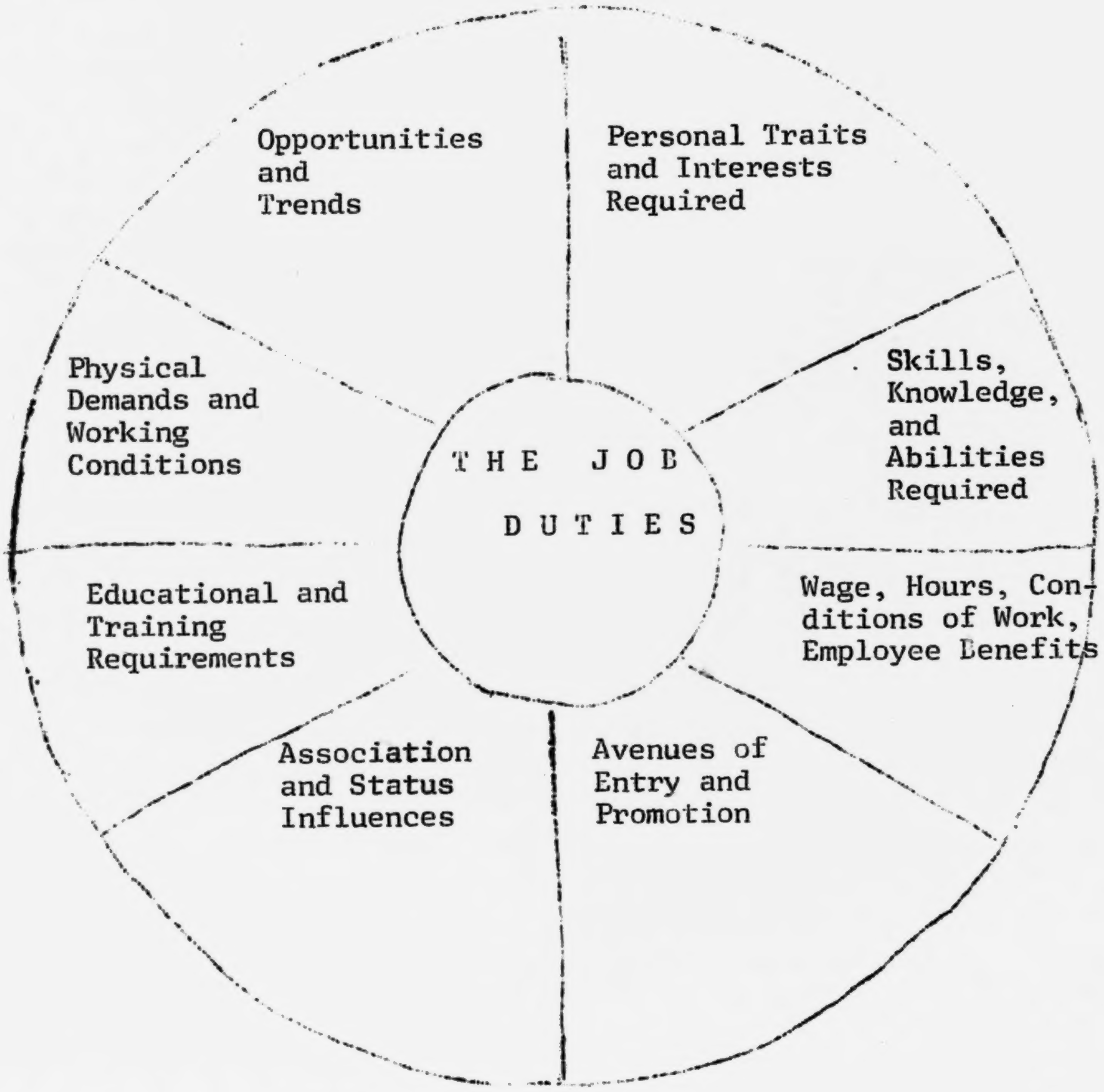
REVIEW:

1. Summarize main points of entire unit.
2. Questions such as follows may be asked:
    a. What are the factors of "Personality File"? Answer: Interests, aptitudes, temperament, and capacity for education.
    b. List some of the factors an individual should consider in selecting a career. Answer: Interests, skills, qualifications, social needs, physical status, etc.

c. List the steps in building a career that you consider to be of greatest importance and explain reasons for your choices. Answer: Student opinion question. See transparency #2, page D-10 for steps discussed in class.

Transparency #1

THE WHY OF CAREER EXPLORATION



THE JOB DUTIES

Opportunities and Trends

Personal Traits and Interests Required

Skills, Knowledge, and Abilities Required

Wage, Hours, Conditions of Work, Employee Benefits

Avenues of Entry and Promotion

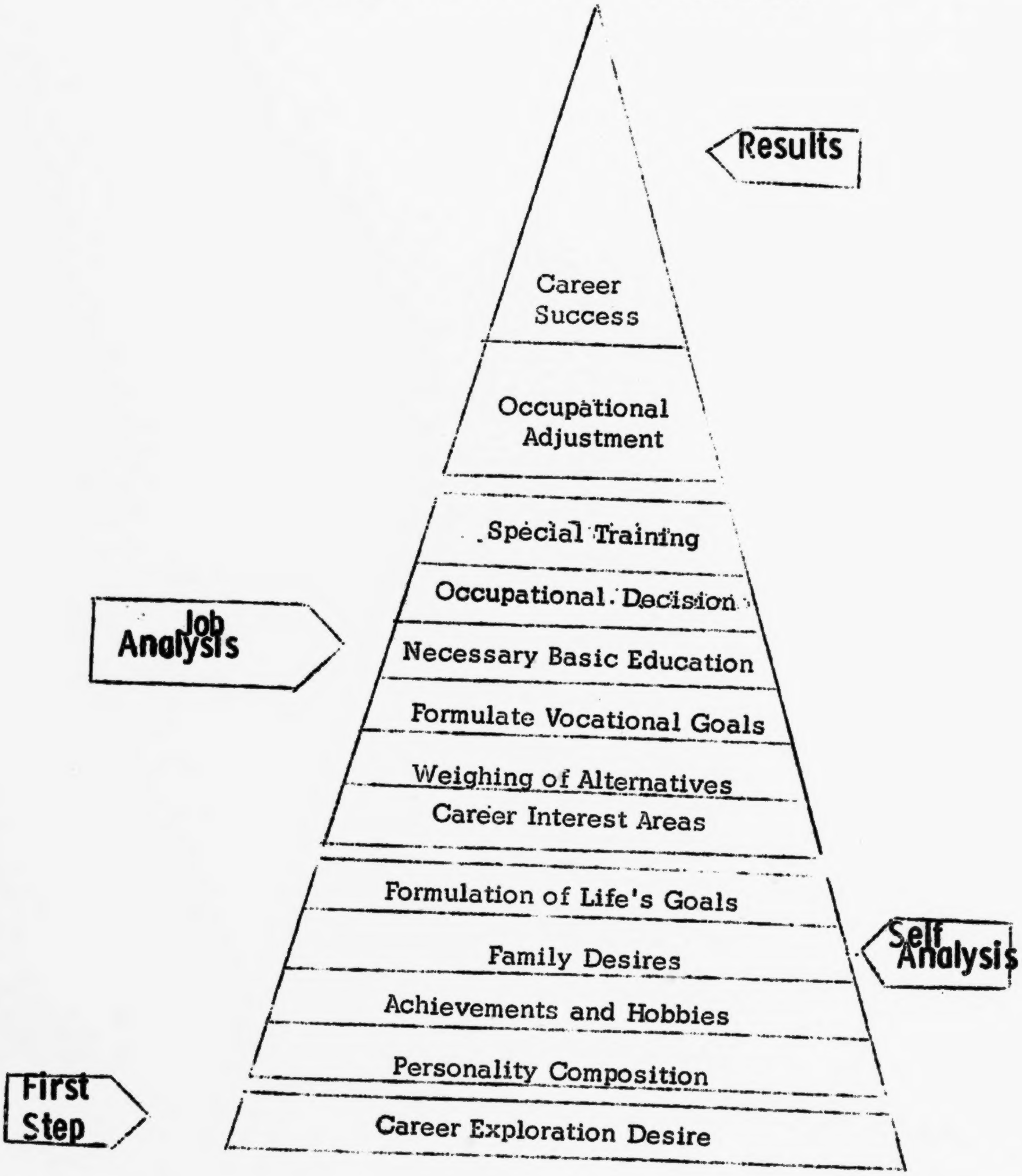
Association and Status Influences

Educational and Training Requirements

Physical Demands and Working Conditions

EXPLORING JOB DEMANDS AND OUTLOOK

STEPS IN BUILDING TOWARDS A SUCCESSFUL CAREER



Results

Career Success

Occupational Adjustment

Special Training

Occupational Decision

Job Analysis

Necessary Basic Education

Formulate Vocational Goals

Weighing of Alternatives

Career Interest Areas

Formulation of Life's Goals

Family Desires

Self Analysis

Achievements and Hobbies

Personality Composition

First Step

Career Exploration Desire

Transparency #2

Study in an "Interest" Occupation

The following questions are designed to increase student knowledge of an occupation in which he or she desires to do exploratory experience as a supplement to "Commonalities".

Name ______________________ Date Due __________ Date Submitted _____________

Name of job (occupation) ____

Type of firm preferred for exploratory experience _________________________________

1. What are the duties of persons engaged in this occupation?

2. What type of firms offer employment in this occupation?

3. What preliminary experience is needed or helpful in preparing for this job?

4. Does the preliminary experience include apprenticeship?

5. What is the minimum educational requirements for this job?

6. In what specialized trade, technical or other schools may training be secured for this job? How much time would be needed? What would it cost?

7. What high school subjects are most useful in preparation for this job?

8. What special aptitudes or qualifications are necessary for this job?

9. Does the work demand the ability to get along with people? ______________
   Does it involve the ability to lead others? ______________
   Does it require the ability to carry responsibility? ______________

10. Income possibilities.
    a. What income may be expected per year?

    b. What are the working hours?

11. Possible hazards. (Briefly explain each of the questions below).
    a. Are there health hazards?

    b. Is the work safe?

    c. Does the work offer security?

    d. Is the work seasonal?

12. What are the opportunities for advancement?

13. What is the supply of workers who are qualified for this occupation as compared to the demand?

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UNIT E

OBSERVATION AND EVALUATION

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EMPLOYER INFORMATION HANDBOOK: ----------------------------------- E-11

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OBSERVATION AND EVALUATION

Four observations and evaluations of the observations are scheduled during the school year. Each of these will be two weeks in length, one hour each day. One hour will be used for preparation and explanation of procedures to be followed during the observation experience. Seven hours will be devoted to the actual observation of the job. The evaluation of the observation will take the remaining two hours. The hour of the day that is used for the exploratory experience will be the regular class hour, unless otherwise arranged.

Each student will select the job that he desires to observe about three weeks before the observation. The cooperating firm will be contacted, personally by the coordinator or by a letter, to establish the observation stations. (See at end of unit). The Employer Handbook will be discussed with the employer, as well as the learning experiences to be provided by the employer.

The students are required to write the application letter, application form, and personal data sheet to the cooperating firm two weeks before the observation period. This work will be checked by the office education instructor. The interview must be completed at least two school days before the observation begins.

At the time of the interview the "Exploratory Experience Agreement" form is signed by the cooperating employer. (See agreement form in the Employer Handbook at the end of this unit).

OBSERVATION AND EVALUATION (Continued)

During the period of observation the "Exploratory Experience Evaluation" form will be completed by the students. (See at end of this unit).

The students will use two class periods following the observation to evaluate the observation experiences. A "Self Evaluation of Exploratory Experience" form will be completed by the students. (See at end of this unit). A self-Rating Sheet form will be completed and discussed after the first and fourth exploratory experience. (See at end of this unit).

METHODS OF REASSESSMENT

1. Students may be asked to report their learning activities and experiences encountered during their exploratory experience. Time should be allowed for discussions, questions, and answers.
2. Students may be grouped according to their occupation explored. A chairman and recorder may be appointed for each group. Learning experiences could be shared and summarized by the recorder to be reported to the class.
3. Authorities in the occupational areas observed could serve as discussion leaders for small "job interest" groups.
4. For the last evaluation period, the entire group could be given the opportunity to discuss the value of the exploratory experiences and how they could be improved.

The last two or three weeks of the class will be used for making an analysis of the occupation to be entered for part-time work the senior year. The students will participate in video-taping of interviews. This video-taping may be compared with the one made at the first of the school year. These may be used in evaluating their progress in interview techniques, such as: Voice, appearance, poise, and grammar.

Dear

Your firm has been selected by ______________________, a student at this high schiil and a member of the class, "Commonalities in Occupations," for exploratory experience as a student observer for the position of ________________.

The coordinator will explain the use of the forms to be used by your firm and by the student observer, and assist with any questions which may arise.

The student will make an application and arrange for an interview in the near future.

The exploratory experience is scheduled for the period of _____________ inclusive, during the time ordinarily devoted to this class which is __________________________________.

Those of us working in this program anticipate a pleasant experience for the firm, student, and coordinator. Activities which you can provide for observation will enrich the exploratory period for this student and will assist him or her in deciding whether to pursue interests in this occupation.

Sincerely,

Bill G. Garber, Coordinator
Program in Occupational Education

Exploratory Experience Agreement

Student Observer____________________________ Social Security No._________

Address_________________________________ Telephone No.____________

Exploratory Job__________________________ Exploratory Firm____________

Firm Address_____________________________ Telephone No.___________

Department in Which Exploring____________________ Supervisor______________

Dates of Exploratory Experience______________________ to____________________

Time Each Day (hours) _______________________________ to____________________

Coordinator________________________________ Telephone No.______________

The Exploratory Experience is one phase of the course - "Commonalities in Occupations". Its principal objective is to permit the "student-observer" to explore an occupation in which he believes he has a career interest. The student-observer will observe for a period of time without pay, the activities of this occupation under the supervision of the assigned individual (s) at a cooperating firm and the coordinator. The period of time will be that normally devoted to the above class by the student-observer, cooperating firm and the coordinator.

Terms of the Exploratory Agreement

1. The status of the student, while observing, shall be that of student-observer.
2. The student agrees to abide by all agreed and implied terms included in his exploratory plan.
3. The cooperating firm shall progress the student-observer from job to job within his interest area in order that he or she may become better informed.
4. The parents are responsible for transportation arrangements if needed.
5. If the coordinator, or other individuals concerned in this agreement, deems conditions warrant, the student-observer will be removed from the exploratory experience when such action is for the best interests of all parties.
6. The coordinator will assist with any problems of the student-observer.

We, the undersigned, indicate by our signature that we have read and understand the purpose for the exploratory experience.

____________________________ ______________________________
Student Parent

____________________________ ______________________________
Representative-Cooperating Firm High School Principal

(Copy to : Cooperating Firm, Student-Observer, Coordinator)

07-18-66
js
bg

Time Sheet

Name______________________________ Firm ______________________________

Name of supervising person in firm ______________________________

Record of Time Spent in Exploratory Activity With Above Firm

Day	Month	Date	Time of Arrival AM or PM	Time of Departure AM or PM	Total Hours Per Day
Total Hours spent in this exploratory experience					

The above time record appears to be correct.

____
Signature, exploratory experience supervisor

Exploratory Experience Evaluation

Name__________________________Job__________________Business__________________

1. How many people work in this job at this firm?

2. A. What are the duties of this job in this business?

   B. On the average how much time is devoted to each duty each day?

3. A. What other jobs are found in this firm?

   B. What other jobs in this firm have important duties similar in nature to this one?

4. What training and experience do I presently have that would be useful in this job?

5. What additional training and/or experience should I obtain before I would be employable at this job with this firm or at a similar job with another firm?

6. A. Do I need to belong to a union to enter or to continue this job at this firm?
   B. If so, what are the steps to follow in joining and belonging? What dues are necessary:

   C. What "fringe benefits" are provided?

7. A. On the average how many hours are spent on the job each week?

   B. How many hours are spent at tasks related to the job while off work?

Exploratory Experience Evaluation

C. Is this job affected by seasonal layoff?

8. A. If I were hired to work full-time at this or a similar job after leaving high school, what is the salary range?

   B. What is the estimated salary range five years from now?

9. A. Does this firm hire high school graduates?
   B. Are they hired for this job?
   C. Is it likely that a job in this area will be available a year from now?
   D. Do I need post-high school training? If yes, how much and what type is needed?

   E. Must I pay for this training or is it provided at the expense of the firm?

10. A. Do people advance from this job to other jobs within this or other firms?

    B. If so, what are some typical job advancements?

11. A. Does this firm have part-time jobs where I or a member of my commonalities class might be employed this year or next summer?
    B. If so, name the jobs.

12. A. What do you like about this job? Why?

    B. What do you dislike about this job? Why?

13. Give the names and titles of your supervisors during this exploratory experience.

14. What particular hazards are connected with this job?

Self Evaluation of Exploratory Experience

Name______________________________ Date______________________________

Job______________________________ Firm Name______________________________

1. From my observation of this job, would I be content to work at this job after leaving school? Ten years from now? Twenty?

   A. What advantages would affect my decisions?

   B. What disadvantages would affect my decisions? (Be sure to consider working conditions, health or safety hazards, social and economic factors, marital and family responsibility, existence of job, etc.)

2. At this time, would I want to decide to spend my work experience in this or a similar job next year? State your reasons.

3. What self-improvement would be helpful for me to be more successful when I start working? (Think big--include such things as health, habits, grooming, attitudes, training, experience, etc.)

4. Has the exploratory experience been of value? Why?

5. Could the exploratory experience have been improved? If so, how?

Self-Rating Sheet

Name______________________________ Date____________________________

Item	Above Av.	Av.	Below Av.	Suggestions for Self-Improvement
Ability to accept criticism				
Ability to get along with others				
Ability to make decisions				
Ability to see a job through				
Appreciate work which is well done				
Confidence in self				
Cooperativeness				
Creative ability				
Dependability				
Disposition				
Enthusiasm				
Health				
Leadership ability (initiative)				
Loyality to group				
Personal appearance				
Perseverance				
Responsibility				
Scholastic standing				
Tolerance				

EMPLOYER INFORMATION HANDBOOK

EXPLORATORY EXPERIENCE

"COMMONALITIES IN OCCUPATIONAL EDUCATION"

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PRIMARY OBJECTIVES

The primary objectives for the pilot program proposal are:

1. To develop and organize a coordinated and integrated program of vocational education which includes occupational information, selection, and preparation in a secondary school in Kansas.

2. To identify common and differential aspects of vocational education subjects.

3. To identify unique contributions which teachers, representing several fields of vocational education and guidance, may make to an integrated vocational education program.

4. To utilize individual and team teaching in offering this program.

SECONDARY OBJECTIVES

The secondary objectives for the pilot program proposal are:

1. To develop and try out a course which includes the commonalities in the areas of vocational education.

2. To test the values of exploratory experiences in several occupations in helping students with self-assessment of aptitudes and interests.

3. To explore one approach to offering remedial programs for students who, through self-assessment, find need for such a program.

4. To develop curriculum materials for use in both commonalities areas and specialized areas of vocational education.

5. To select, as a result of exploratory experiences and in keeping with student aptitudes and interests, work experience occupations for the second year program.

COURSE OUTLINE

The first year (Junior) course is divided as follows:

I. Broad areas of study related to the world of work. (Part One)
   - A. Occupational Commonalities Orientation.
   - B. Personal Health, Dress, and Grooming at Work.
   - C. Application, Interview, and Follow-up.
   - D. A Study of Occupations.
   - E. Observation and Evaluation.

II. Occupational Information.
   - A. Trade and Industrial Occupations.
   - B. Health Occupations.
   - C. Distributive Occupations.
   - D. Agricultural Occupations.
   - E. Safety Procedures, Habits, and Attitudes.
   - F. Office Occupations.
   - G. Home Economics Occupations.

III. Broad areas of study related to the world of work. (Part Two)
   - A. Economic Concerns of Work, and Income Tax.
   - B. Use of Graphic Representations at Work.
   - C. Money and Banking Services for Workers.
   - D. Principles of Business and Industrial Management.
   - E. Human Relations; Employer - Employee Relations.
   - F. Worker Benefits and Responsibilities, and Leadership.

EXPLORATORY PROCEDURES

Four exploratory experiences of one week duration each during regular class time or as arranged.

1. Selection and preparation of interest occupations
    a. Preparation of an occupational paper
    b. Preparation for meeting the cooperating employer
        1. Letter of application
        2. Personal data sheet
        3. Application form
    c. The interview
2. The week of observation on the job
3. Supervision--by coordinator; by firm supervisor
4. The employer evaluation of student observer with the coordinator
5. The student-coordinator evaluation
6. Student to select next exploratory experience interest occupation
7. Review of exploratory experience, remedial work, self-assessment of aptitudes and interests
8. Selection of a job for the second year "on the job training" program.

Purpose - Instruction, observation, information, and guidance to assist students with occupational selection and vocational career.

Definitions Related to Exploratory Experience Program -

1. Research Coordinator - the liasion for the College of Education, Kansas State University, the Central Committee, and the pilot program in Miami County.
2. Student-Observer - the title given a student when he is observing an occupation in a cooperating firm. As an observer, he observes work activity. He does not participate in the regular work of the firm. He may perform assigned activities which will give the student and the coordinator an indication of his interests, abilities, and competency in the duties of the occupation observed.
3. Cooperating Firm - a firm which is willing to cooperate in the pilot program by having a student spend an agreed-upon period of time in the firm where he pursues the planned program of student observation.
4. Agreement - a signed understanding by the parent, the student, the school, and the cooperating firm which lists the duties expected, procedures, and outcomes for a student observer during the exploratory experience.
5. Exploratory Experience - a first-hand observation of the world of work whereby a student observes and visits with workers who are going about the normal activities of their assigned jobs; an on-the-job observation of a particular occupation. The student observes the worker(s) at work; confers with the person(s) assigned to him as supervisor(s); participates in mutually-agreed-upon assigned try-out experiences, as long as they are not hazardous to his health and well-being.

Exploratory Experience Agreement

Student Observer______________________________ Social Security No.____________

Address______________________________ Telephone No.____________________

Exploratory Job____________________________ Exploratory Firm_________________

Firm Address______________________________ Telephone No.__________________

Department in Which Exploring____________________ Supervisor______________

Dates of Exploratory Experience_________________________ to____________________

Time Each Day (hours) _______________________________ to____________________

Coordinator____________________________ Telephone No.____________________

The Exploratory Experience is one phase of the course - "Commonalities in Occupations". Its principal objective is to permit the "student-observer" to explore an occupation in which he believes he has a career interest. The student-observer will observe for a period of time without pay, the activities of this occupation under the supervision of the assigned individual (s) at a cooperating firm and the coordinator. The period of time will be that normally devoted to the above class by the student-observer, cooperating firm and the coordinator.

Terms of the Exploratory Agreement

1. The status of the student, while observing, shall be that of student-observer.
2. The student agrees to abide by all agreed and implied terms included in his exploratory plan.
3. The cooperating firm shall progress the student-observer from job to job within his interest area in order that he or she may become better informed.
4. The parents are responsible for transportation arrangements if needed.
5. If the coordinator, or other individuals concerned in this agreement, deems conditions warrant, the student-observer will be removed from the exploratory experience when such action is for the best interests of all parties.
6. The coordinator will assist with any problems of the student-observer.

We, the undersigned, indicate by our signature that we have read and understand the purpose for the exploratory experience.

______________________________ ______________________________

Student Parent

______________________________ ______________________________

Representative-Cooperating Firm High School Principal

(Copy to : Cooperating Firm, Student-Observer, Coordinator)

Exploratory Experience Evaluation

Name__________________________Job__________________Business__________________

1. How many people work in this job at this firm?

2. A. What are the duties of this job in this business?

   B. On the average how much time is devoted to each duty each day?

3. A. What other jobs are found in this firm?

   B. What other jobs in this firm have important duties similar in nature to this one?

4. What training and experience do I presently have that would be useful in this job?

5. What additional training and/or experience should I obtain before I would be employable at this job with this firm or at a similar job with another firm?

6. A. Do I need to belong to a union to enter or to continue this job at this firm?
   B. If so, what are the steps to follow in joining and belonging? What dues are necessary:

   C. What "fringe benefits" are provided?

7. A. On the average how many hours are spent on the job each week?

   B. How many hours are spent at tasks related to the job while off work?

Exploratory Experience Evaluation

C. Is this job affected by seasonal layoff?

8. A. If I were hired to work full-time at this or a similar job after leaving high school, what is the salary range?

   B. What is the estimated salary range five years from now?

9. A. Does this firm hire high school graduates?
   B. Are they hired for this job?
   C. Is it likely that a job in this area will be available a year from now?
   D. Do I need post-high school training? If yes, how much and what type is needed?

   E. Must I pay for this training or is it provided at the expense of the firm?

10. A. Do people advance from this job to other jobs within this or other firms?

    B. If so, what are some typical job advancements?

11. A. Does this firm have part-time jobs where I or a member of my commonalities class might be employed this year or next summer?
    B. If so, name the jobs.

12. A. What do you like about this job? Why?

    B. What do you dislike about this job? Why?

13. Give the names and titles of your supervisors during this exploratory experience.

14. What particular hazards are connected with this job?

Student's Self-Evaluation of Exploratory Experience

Name______________________________ Date______________________________

Job______________________________ Firm Name______________________________

1. From my observation of this job, would I be content to work at this job as a career? Yes____ No____ Undecided____ Ten years from now? Yes____ No____. Twenty? Yes____ No____.

   A. What advantages would affect my decisions?

   B. What disadvantages would affect my decisions? (Be sure to consider working conditions, health or safety hazards, social and economic factors, marital and family responsibility, existence of job, etc.)

2. At this time, would I want to spend my work experience in this or a similar part-time job next year? Yes____ No____ Undecided____ Impossible____. State your reasons.

3. What self-improvement would be helpful for me to be more successful when I start to work? (Include such things as health, habits, grooming, attitudes, education, training, experience, etc.)

4. Has the exploratory experience been of value? Yes____ No____ Why?

5. Could the exploratory experience have been improved? Yes____ No____ If yes, how?

6. What did you find most interesting about the occupation?

7. What did you dislike about the occupation?

8. What occupation do you plan to observe during the third observation period in February?

9. Describe any problem that may have developed during your observations at the observation station involving you and the employer or supervisor.

10. Describe any problem that developed between the employer and an employee, client, or customer, if any.

Commonalities in Occupations
"Employer's Evaluation"

Student's Name____________________ Date__________

Employer or Supervisor____________________

Observation Station____________________

Item	Above Av.	Av.	Below Av.	Suggestions for Improvements
Appropriate Dress				
Appropriate Hair Style				
Appeared Poised and Confident				
Used Correct Grammar				
Indicated Desire to Learn				
Handwriting Easily Readable				
Asked for Proper Person				
Proper Cosmetic Usage				
Arrived at Correct Time				
Applied for Specific Job				
Spelled Words Correctly				
Ability to Get Along With Others				
Cooperativeness				
Disposition				
Enthusiasm				
Leadership Ability (initiative)				

How did the letter of application and the interview impress you?

From this brief association with the student-observer, what is your opinion of this person's chances for success at this job?

Study of an "Interest" Occupation

The following questions are designed to increase student knowledge of an occupation in which he or she desires to do exploratory experience as a supplement to "Commonalities".

Name________________________ Date Due_________________ Date Submitted___________

Name of job (Occupation)____

Type of firm preferred for exploratory experience________________________________

1. What are the duties of persons engaged in this occupation?

2. What high school subjects are most useful in preparation for this job?

3. What type of firms offer employment in this occupation?

4. What preliminary experience is needed or helpful in preparing for this job?

5. What is the minimum educational requirement for this job?

6. Does the preliminary experience include an apprenticeship?

Study of an "Interest" Occupation

7. In what specialized trade, technical or other schools may training be secured for this job? How much time would be needed? What would it cost?

8. What special aptitudes or qualifications are necessary for this job?

9. Does the work demand the ability to get along with people?______________
Does it involve the ability to lead others?_____________________________
Does it require the ability to carry responsibility?____________________

10. Income Possibilities.
    a. What income may be expected per year?

    b. What are the working hours?

11. Possible Hazards. (Briefly explain each of the questions below).
    a. Are there health hazards?

    b. Is the work safe?

    c. Does the work offer security?

    d. Is the work seasonal?

12. What are the opportunities for advancement?

13. What is the supply of workers who are qualified for this occupation as compared to the demand?

UNIT F

TRADE AND INDUSTRIAL OCCUPATIONS

UNIT OBJECTIVES:

1. To learn the classifications and wide range of occupations found in the Trade and Industrial Field under the main headings of : Scientists and Engineers, Technicians, Skilled Craftsman, and Production occupations.
2. To learn some of the important qualifications for various occupations within the Trade and Industrial Field.
3. To compare occupations within each field and relate them to advancement possibilities.
4. To realize that personal interests, aptitudes and personality are also important factors in selecting an occupation.

LESSON PLANS:	Number of periods per lesson	Page
1. Introduction and Scientists and Engineers	1	F-2
2. Technicians	1	F-4
3. Skilled Craftsmen	1	F-6
4. Production Occupations	1	F-8

TEACHING AIDS:-- F-10

BIBLIOGRAPHY -- F-13,14

TRADE AND INDUSTRIAL OCCUPATIONS

LESSON 1: Introduction and Scientists and Engineers.

OBJECTIVES:

1. To develop a knowledge of the five groups of Trade and Industrial Occupations.
2. To gain an appreciation of the various fields requiring scientists and engineers.
3. To understand some general qualifications of a scientist or engineer.

LEARNING EXPERIENCE (MOTIVATION)

1. Understanding occupational classifications by reviewing the type jobs found in the Trade and Industrial field and by discussing the common characteristics of each category of work.
2. Learning of the numerous fields requiring scientists and engineers by discussing jobs held by this category of workers.
3. Understanding the qualifications of a scientist or engineer by studying courses of instruction and discussing other skills necessary to be successful in these fields.

TEACHING AIDS:

1. College catalog for student research and class participation.
2. Viewgraph for showing transparencies.
3. Transpariencies #1 and #2, page F-10.

ASSIGNMENTS AND PROJECTS:

1. Have students review courses of study for scientists and engineers found in a college catalog. Require each student to select one course of study he might be interested in and to study it in detail by copying it as a homework assignment and adding other skills necessary for a person to be successful in this field.
2. Have students submit a list,at start of second lesson of occupations and trades they are especially interested in. This information can be used for planning to present more details and additional information on these specific occupations when covered in the unit.

REFERENCES:

1. Occupational Outlook Handbook,U S Department of Labor, Bureau of Labor Statistics (Washington, D.C.: U S Government Printing Office).

2. Can I Be a Scientist or Engineer? Pamphlet by General Motors.
3. James M. Murphy, ed, Handbook of Job Facts, (Chicago: Science Research Associates, Inc., 1963), pp 10-89.

NOTE: The US Government Printing Office distributes numerous publications on job descriptions and employment opportunities. These publications are available at the local public employment office or may be requested through the mail from The Superintendant of Documents, US Government Printing Office, Washington, DC. 20402.

PRESENTATION

1. Introduction (show transparency #1) These occupations have been taken from the five groups of trade and industrial occupations that will be covered in this unit. (Don't spend too much time in describing these occupations at this time.)
2. Groups of Trade and Industrial occupations from the dictionary of occupational titles (show transparency # 2, one group at a time).
   a. Processing Occupations - refining, mining, compounding, chemically treating, heat treating, or similarly working materials and products.
   b. Machine Trade Occupations - concerned with feeding, tending, operating, controlling and setting up of machines to cut, bore, mill, abrade, print, and similarly work such materials as wood, paper, metal and stone.
   c. Bench Work Occupations - concerned with the use of body member, hand tools, and bench machines to fit grind, carve, mold, paint, sew, assemble, inspect, repair and similarly work relatively small objects and materials.
   d. Structural Occupations - concerned with fabricating, erecting, installing, paving, painting, repairing, and similarly working structures or structural parts such as bridges, buildings, roads, motor vehicles, cables, airplane engines, girders, plates, and frames.
   e. Miscellaneous Occupations - concerned with transportation services; packing and warehousing, utilities, amusement, recreation, and motion picture services; mining and logging, graphic arts, and others.
3. Fields common to Scientists and Engineers.
   a. Scientist - chemistry, physics, biology, crop and soil, nuclear physics, biochemistry, botany, etc.
   b. Engineers - civil, chemical, electrical, industrial, mechanical, mining, metallurgical, aeronautical etc.
4. General Qualifications of Scientists and Engineers.

   NOTE: A transparency can be developed and used in this discussion.

   a. College education
   b. Inquiring mind
   c. Interest in working with things.
   d. Like to work problems out on paper.

   - e. Capable of concentrated thinking.
   - f. Knowledge of mathematics -- a fundamental tool.
   - g. Interest in science.
   - h. Good in English -- verbal and written communication is important.
   - i. Interest in shop and drafting courses (mainly engineers)
5. Discuss specific skills and educational requirements of several occupations suggested by the students.

   NOTE: Explaining homework assignment can be developed through this discussion. Both assignments should be given before the following review.

REVIEW:

1. Have a student explain how Trade and Industrial occupations are grouped in the Dictionary of Occupational Titles.
   - a. See paragraph 2 of presentation.
2. What are some of the jobs listed under Structural Occupations?
   - a. Installing, paving, painting and repairing bridges, buildings, roads, motor vehicles, cables, engines, girders, etc.
3. Why is English so important to the scientist and engineers?
   - a. Report writing and passing his ideas on to others are essential functions of the scientist and engineer.

LESSON 2: Technicians

OBJECTIVES:

1. To show how technical occupations are related to scientists, engineers, and production workers.
2. To understand educational and training requirements for the technician.
3. To discuss in detail qualifications of one common technical occupation -- draftsman..

LEARNING EXPERIENCES:

1. Understanding the relationship between the workers in three of the main classifications of occupations by discussing how each depends upon the others.
2. Gaining a knowledge of general educational and skill requirements of technical occupations through a discussion of many requirements of such occupations.
3. Learning how to consider and study, in detail, job occupations by reviewing occupational duties, job advancement steps, qualifications, and training requirements.

TEACHING AIDS:

1. View graph
2. Transparencies #4, #5, #6 (Page 11, 12)

ASSIGNMENTS AND PROJECTS:

1. Have students prepare study of a technical job other than draftsman, that they are interested in using the same format as used for the draftsman study in class.

REFERENCES:

1. Can I be a Technician?, pamphlet from General Motors.
2. Can I be a Draftsman?, pamphlet from General Motors.
3. James M. Murphy, (ed), Handbcok of Job Facts, (Chicago: Science Reasearch Association, Inc., 1963.)pp. 10-89.

PRESENTATION:

1. Principal responsibility of technician -- to carry out details of projects conceived by the scientist or engineer.
2. General qualifications (use trasparencie. #3)
   a. Usually trained one year beyond High School.
   b. Trade, technical or vocational school.
   c. Mathematics, science, English.
   d. Electronics.
   e. Mechanical ability.
   f. Ability to work with professional people.
3. Discussion of some typical technical occupations. Bring out most important qualifications of each type business concerned and local (if any) opportunities. (use transparency #4).
4. Detailed study of the Draftsman occupation (use transparency #5 during this discussion).
   a. General
      (1) "While ideas are born in the minds of men, they are brought into being at the point of a pencil."
      (2) There are 12,000 parts to an automobile. Can those all be described in words? Probably so, but think of the number of words that would be necessary.
      (3) A draftsman is a communications engineer.
   b. Progression of advancement.
      (1) Learner - detailer - lettering, line work, simple details, tracing, copying.
      (2) Detailer - simple changes in details, redrawing.
      (3) Senior Detailer - makes design drawings.
      (4) Junior Layout Draftsman - (Junior Designer)constructs simple layouts.
      (5) Layout Draftsman - prepares drawings from specifications.
      (6) Designer - puts engineers' ideas into designs.

- c. Fields of work.
  - (1) Styling.
  - (2) Architectural.
  - (3) Patent.
- d. Qualifications.
  - (1) Like to draw.
  - (2) Be able to visualize objects.
  - (3) Be mechanically inclined.
  - (4) Like to fix things.
  - (5) Be neat and systematic.
  - (6) Science and mathematics.

REVIEW:

1. What is the principal job of a technician?
   - a. To carry out details of projects conceived by scientists and engineers.
2. What are some of the advantages of working in a technical occupation?
   - a. Prestige, challenge, good working conditions, a valuable service, variety of fields to select from, good advancement, etc.
3. Do you think some technicians can take over many of the duties of scientists and engineers?
   - a. Student opinion question. Require him to give examples. There are jobs the technician could take over, but then he wouldn't be doing the work he was trained for.

LESSON 3: Skilled Craftsmen

OBJECTIVES:

1. To gain a knowledge of the apprenticeship program.
2. To learn the common occupations offering apprenticeship programs and to understand important details concerning each type program.
3. To learn what facilities are available to train craftsmen.

LEARNING EXPERIENCES:

1. Gaining an understanding of the apprentice program as a means of qualifying an individual for a craftsman's occupation.
2. Learning occupations that are apprenticeship learned by studying the various programs offered.
3. Learning the schools and businesses offering apprentice programs in this area by a study of occupations and employment opportunities of this county.

TEACHING AIDS:

1. View graph.
2. Transparency #6.
3. Movie projector and film strip projector, screen.

ASSIGNMENTS AND PROJECTS:

1. Before showing building trades filmstrip, have students submit list of all trades they consider involved in building a house or business building.

REFERENCES:

1. Can I Be a Craftsman?, pamphlet by General Motors.
2. Preparing for the Future Through Apprentice, pamphlet by Kansas State Department of Labor.
3. James M. Murphy, (ed.), Handbook of Job Facts, (Chicago: Science Research Associates, Inc, 1963) pp. 10-89.
4. Job Guide for Young Workers, 1963-64 edition, pamphlet United States Employment Service, (Washington, DC: US Government Printing Office, 1963), pp. 45-55.

PRESENTATION:

1. Introduction.
   a. One definition of a craftsman - "One who practices some trade or manual work".
   b. Craftsmen - trained to do skilled work; to use precision tools and instruments; and to build, operate, and maintain products.
   c. Work of craftsman requires much skill which requires long period of time to learn. Hence the apprenticeship program.
   d. Trades generally linked with apprenticeship programs - building, printing, machineing and machine repair.
   e. Educational institutes offering training in these trade occupations.
      (1) Public Trade Schools.
      (2) Area Vocational Schools.
      (3) Private Trade Schools
2. General concepts of an apprenticeship course.
   a. Length of training.
   b. Type of training.
   c. Various stages.
   d. Methods of learning.
3. General qualifications of a craftsman.
   a. Have mechanical ability.
   b. Like shop work.
   c. Be able to learn hand skills.
   d. Enjoy fixing things.
   e. Have good experience in shop, science, mathematics.

4. Examples of skilled craftsman, compare various skills required for each trade. (Use transparency #6)
    a. Tool makers.
    b. Die makers.
    c. Pattern makers (wood and metal)
    d. Mill wrights.
    e. Electricians.
    f. Carpenters.
    g. Welders.
    h. Plumbers.
    i. Sheet metal workers.

    NOTE: More time should be spent cn apprenticeship programs that are of particular interest to the class. The assignment required in lesson 1 will provide the teacher with this information.

5. Show film, "The Machinest" and discuss duties described.
6. Show filmstrip on building trades. Discuss trades involved and compare with lists submitted as homework assignment.

REVIEW:

1. Define craftsman in your own words and describe what type of work he does.
    a. One who practices some trade or manual work. He usually works with percision tools, instruments or machinery.
2. Where can you receive apprenticeship training?
    a. Public trade schools, area vocational schools, private trade schools and on-the-job training in some businesses.
3. How long do apprentice programs generally last?
    a. Two to four years. Most craftsemn skills require much experience which can only be gained by doing the work under the guidance of an experienced craftsman.

LESSON 4: PRODUCTION OCCUPATIONS

OBJECTIVES:

1. To gain a knowledge of jobs available under the heading of production occupations.
2. Exploring various types of production work by studying skills and qualifications required.
3. Comparing advantages of producation occupations with those of all other groups of occupations discussed in this unit.

TEACHING AIDS:

1. View graph
2. Transparency #7, Local Production Occupations Opportunities, (p. 12)

ASSIGNMENTS AND PROJECTS:

1. Prepare written report on some phase of manufacturing such as: Mass production, transportation, jobs, or automation.
2. Search classified ads of a large city newspaper and make list of production jobs industry is trying to fill.

REFERENCES:

1. Can I Make the Production Team? pamphlet by General Motors.
2. Job Guide for Young Workers, 1963-64 Edition, pamphlet US Department of Labor, Bureau of Employment Security, US Employment Service (Washington, DC.US Government Printing Office, 1963), pp. 17-72.

PRESENTATION:

1. Production jobs are concerned with the mass production of goods.
2 Mass production.
    a. History - started by Eli Whitney in manufacturing muskets.
    b. Now there are some 30,000 different kinds.
    c. Generally associated with:
        (1) Raw materials - metals, coal, oil, forest.
        (2) Processing.
        (3) Assembly and inspection.
3. Also essential to mass production are:
    a. Transportation - an extension of the nations production lines.
    b. Service fields of maintenance or custodian.
4. Some qualifications of production workers.
    a. Get along with people.
    b. Be able to do repetitive type work.
    c. Work in one place.
    d. Neat and dependable.
    e. Positive attitude.
    f. Appreciation of mechanical things.
    g. Enjoy doing a good job.
    h. Fit into the scheme of things.
5. Advantages of production work.
    a. Great number of opportunities available.
    b. No great skill or advance education required.
    c. Routine work.
    d. Good benefits brought about by strong unions.
    e. Can afford opportunities for gaining craftsman skills or for supervisory position.
    f. Satisfaction of being a team member.
6. Disadvantages of production work.
    a. Routine can become boring.

   b. Few requirements for creative thinking.
   c. Promotion opportunities usually limited.

7. Production work available locally. (Show transparency # 7)

REVIEW:

1. Mass production is associated with what general types of Industry?
   a. Businesses that use raw materials as coal, oil, or ores, or businesses that have processing or assembling in producing their products.
2. What are the most important qualifications of the production worker?
   a. Student opinion question with answer primarily from paragraph 5 of presentation.
3. What are some of the production jobs found in this area?
   a. See transparency #7.

TEACHING AIDS:

TRANSPARENCY # 1 (Paragraph 1 of Presentation, Lesson 1)

TRADE AND INDUSTRIAL OCCUPATIONS

1. Mechanical Draftsman
2. Watchmaker
3. Refrigeration and Air-conditioning Mechanic
4. Machinist
5. Instrument Repairman
6. Electronics Technician
7. Construction Carpenter
8. Upholsterer
9. Typewriter Serviceman
10. Tile Setter
11. Television Repairman
12. Cement Finisher
13. Electrical Engineer
14. Auto Mechanic
15. Cabinet Maker

TRANSPARENCY #2 (Paragraph 2 of Presentation, Lesson 1)

MAJOR GROUPS OF TRADE AND INDUSTRIAL OCCUPATIONS

1. Processing - refining, mining, heat treating, etc.
2. Machine trade - operating machines in wood, metal working.
3. Bench work - hand tools, bench machines, work small objects.
4. Structural - erecting, installing, painting, repairing.
5. Miscellaneous - transportation, utilities, packing.

TRANSPARENCY # 3 (Paragraph 2 of Presentation, Lesson 2)

GENERAL QUALIFICATIONS OF TECHNICIANS

1. Usually 1 year training beyond high school.
2. Trade, technical, or vocational school training.
3. Knowledge of mathematics, science, English.
4. Mechanical ability.
5. Able to work with professionals.
6. Electronics training.

TRANSPARENCY # 4 (Paragraph 3 of Presentation, Lesson 2)

NOTE: Transparency made up listing technical occupations found in area of school.

TECHNICAL OCCUPATIONS AVAILABLE LOCALLY

1.
2.
3.
4.
5.
6.
7.
8.

TRANSPARENCY # 5 (Paragraph 5 of Presentation, Lesson 2)

NOTE: Fill out outline with grease pencil during discussion.

DRAFTSMAN OCCUPATION STUDY

1. Advancement Progression
    a.
    b.
    c.
    d.
    e.
    f.

2. Fields of Work

   a.

   b.

   c.

3. Qualifications

   a.

   b.

   c.

   d.

   e.

TRANSPARENCY # 6 (Paragraph 4 of Presentation, Lesson 3)

SKILLED CRAFTSMAN

1. Tool makers
2. Diemakers
3. Pattern makers (wood and metal)
4. Mill wrights
5. Electricians
6. Carpenters
7. Welders
8. Plumbers
9. Sheet metal workers
10. Machinest

TRANSPARENCY # 7 (Paragraph 7 of Presenaation, Lesson 4)

PRODUCTION OCCUPATIONS AVAILABLE LOCALLY

1. Assemblers
2. Cloth cutters
3. Punch operators
4. Welders
5. Oilers
6. Production control
7. Janitors
8. Maintenance and repair
9. Finish operator
10. Checkers

NOTE: Additional occupations can be added as required.

TRADE AND INDUSTRIAL OCCUPATIONS

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Mattingly, E.H. and Scrogin, Everett, Applied Drawing and Design, Bloomington, Ill., McKnight and McKnight Publishing Co., 1942.

Murphy, James M. (ed.), Handbook of Job Facts, Chicago, Science Research Associates, Inc., 1963.

Dictionary of Occupational Titles, Volumes I and II, Supplement I and Part IV, US Department of Labor, Bureau of Employment Security, Washington, DC, US Government Printing Office.

Occupational Outlook Handbook,US Department of Labor, Bureau of Labor Statistics, Washington, D.C., US Government Printing Office.

BOOKLETS AND PAMPHLETS

Job Guide for Young Workers,Bureau of Employment Security, US Employment Service, Washington, D.C., US Government Printing Office, 1963.

Choosing Your Occupation, Career Guidelines for High School Students, US Department of Labor, Bureau of Employment Security, Washington, D.C., US Government Printing Office, 1965.

Preparing for the Future Through Apprenticeship, Kansas Department of Labor.

Florida Job Information, Florida State Employment Service, Tallahassee, Fla.

Mechanical Draftsman
Watchmaker
Sheetmetal Trades
Refrigeration and Air-Conditioning Mechanic
Machinist
Instrument Repairman
Electronics Technician
Operating Engineer

Carpenter Construction
Upholsterer
Typewriter Serviceman
Tile Setter
Television and Radio Repairman
Station Installer
Electrical Appliance Serviceman
Cement Finisher
Diesel Mechanic
Electrical Engineer
Auto Mechanic
Cabinet Maker

General Motors, Educational Relations Section, Public Relations Staff, Detroit, 2, Michigan.

Can I Be a Scientist or Engineer?
Can I Be a Technician?
Can I Be a Craftsman?
Can I Be a Draftsman?
Can I Make the Production Team?

UNIT G

HEALTH OCCUPATIONS

UNIT OBJECTIVES:

1. To acquaint students with the opportunities for employment in the health service occupations.
2. To learn the qualifications and duties of some of the occupations in the health area.
3. To learn some of the opportunities for employment in health service occupations.

LESSON PLANS:

1. Introduction to Health Careers ------------- 2 ----------- G-2
2. Exploring Careers in Health Services ------- 1 ----------- G-6
3. Panel Discussion of Opportunities in Health Service Careers ------- 2 ----------- G-7

TEACHING AIDS:

1. Health Service Occupations List ------------------------- G-9
2. Careers in Hospitals Transparency ----------------------- G-10,11,12

BIBLIOGRAPHY --- G-13

LESSON 1: Introduction to Health Careers

OBJECTIVES:

1. To recognize need and the importance of health workers in community life.
2. To determine some of the health occupations available.
3. To learn some of the health service occupations and their training requirements.

LEARNING EXPERIENCES:

1. Gaining understanding of those occupations included in the health service field.

TEACHING AIDS:

1. Health service occupations to be listed on blackboard for assignment below.
2. Black board and chalk.
3. Transparency listing hospital careers, pages

ASSIGNMENTS:

1. Ask each student to choose two or three health occupations from the list on the black board. From the Handbook of Job Facts, and Career Facts, and Occupational Outlook Handbook, (see references following) they can look up the following information about the occupations they have chosen: duties, where employed, number of workers, education and training, special qualifications, ways to enter field, chance of advancement, hours per week, earnings, and supply and demand.

REFERENCES:

1. Career Facts, Addison - Wesley Publishing Company.
2. Handbook of Job Facts, Science Research, Associates, Inc.
3. Occupational Outlook Handbook, U.S. Dept. of Labor.

PRESENTATION: Lecture and question - answer

1. Did you know that over 2 million people were employed in the health field in 1960?
2. There is a great demand for workers in the field of health. Some of the reasons include:
   a. The country's expanding and aging population.
   b. Rising health consciousness of the general public.
   c. The extension of hospitalization and medical insurance plans.

   d. The rapid expansion of expenditures for medical research.
   e. The continued provision of health care for veterans and members of the armed forces and their families.

3. Where are health service workers employed?
   a. Hospitals
   b. Clinics
   c. Laboratories
   d. Pharmacies
   e. Nursing homes
   f. Industrial plants
   g. Private offices
   h. Patient's homes.

4. The opportunities for a career in health or health related occupations are unlimited. There is a need for both men and women in health. Let's try to think of as many health occupations available in our locality as we can. (In addition to the professions, encourage the students to think of those jobs that do not require professional degrees. Example: Nurses aide, dental assistant, etc.)

5/ Some of the jobs you mentioned require a college education and professional training, others require special schooling in addition to high school, but not a college degree, and others require no special training or else require on - the - job training.

6. As you think about the people engaged in health occupations and as you think about your experiences with these people, what personality characteristics should they possess?
   a. A concern for other people
   b. Ability to be thorough in their work. Example: A nurses aide caring for the physical comfort of her patient, a laboratory technician analyzing a blood sample.

7. Study of Health Occupations
   a. Any job that is performed in a health setting could be classified as a health occupation.
      (1) File clerk
      (2) Chef in the food service department of a hospital (Show transparencies of Careers in Hospitals, Page
      All of these could be considered health related occupations because they are performed in a health setting.

8. There are some occupations that are considered health service occupations regardless of their setting.
   a. Registered Professional Nurses.
      (1) Private duty nurses
      (2) Office nurses
      (3) Public health nurses
      (4) Industrial or occupational health nurses
      (5) Nurse educators
      (6) Nurses researchers
      (7) Hospital nurses
         a. Training - diploma from nursing school (usually 3 years), baccalaureate degree, or associate degree.
   b. Physicians.
      (1) Surgery
      (2) Internal medicine
      (3) Pediatrics (medical care of children)

(4) Pathology
(5) Obstetrics (childbirth)
(6) Gynecology (women's diseases)
(7) Psychiatry (mental disorders)
(8) Radiology (use of X-ray and other radio active sources)
(9) Opthomology (the eye and its diseases)
(10) Otolaryngology (diseases of the ear, nose, and throat).
(a) Training - usually baccalaureate degree, professional medical school, and internship.

c. Pharmacists
1. Training - usually 5 years school beyond high school.

d. Dentists.
1. General practitioners.
2. Orthodontists.
3. Oral surgeons.
4. Other specialities.
a. Training - minimum of 2 years predental college work plus 4 years professional training in dental school.

e. Medical X-ray Technician - perform a variety of duties related to utilization of X-ray equipment. This is usually diagnostic or therapeutic in nature.
1. Training - high school and training in a school of X-ray technology (usually 2 years or more).

f. Medical Technologists - laboratory workers who perform a wide variety of chemical, microscopic and bacterial tests to aid physicians in detection, diagnosis and treatment of disease. Examples: taking blood counts.
1. Training - 3 years college, plus 12 months in an approved school of medical technology.

g. Chiropractors - chiropractic is a system of treatment based on the belief that the nerve system largely determines the state of health of the human body and that any interference with this system impairs normal functions and lowers the body's resistance to disease.
1. Training - requirements vary from state to state. Most states require 4 years of training in a chiropractic school following high school graduation. Over one third of the states also require 1 or 2 years of preparatory college work before chiropractic training.

h. Dental Laboratory Technicians - laboratory workers who make artificial dentures from dentists prescriptions.
1. Training - several years of on-the-job training, some vocational schools and private schools offer courses in dental laboratory technology.

i. Optometrists - examine eyes, prescribe glasses, contact lenses, and eye exercises or other treatment that does not require drugs or surgery. They should not be confused with ophthalmologists, and oculists who are licensed physicians.
1. Training - At least 5 years beyond high school. The most usual requirement is 2 years of pre-optometry education in an approved college, following by 3 years of training in an optometry school.

j. Veterinarians - Treat sick and injured animals, give advice regarding the care and breeding of animals, and prevent the outbreak of disease among animals.
1. Training - two years of pre-veterinary college work followed by 4 years of study in a school of veterinary medicine for a D.V.M.

k. Osteopathic Physicians - emphasize manual manipulation in treating patients and also use surgery, drugs, and all other accepted methods of medical care.
   1. Training - three years of pre-osteopathic college work followed by 4 years of professional study in an osteopathic college are the minimum requirements for the degree,D.O..
l. Occupational Therapists - A member of a medical team whose purpose is to restore maximum function to mentally or physically disabled patients. After a physician makes his diagnosis and outlines a course of treatment for a patient, an occupational therapist selects and directs functional, recreational, educational, and vocational activities designed to meet the specific needs. This may include the traditional activities of teaching manual and creative art.
   1. Training - college degree from college or university offering courses in occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Association. (Some special programs for the training of occupational therapy assistants who work under the direct supervision of a registered therapists are available.)
m. Podiatrists - treat and diagnose diseased and deformed feet. They perform minor surgery, use drugs and physical therapy, prescribe proper shoes, and fit corrective devices. To help in diagnosis, they also take X-rays of the feet and utilize blood tests as well as others.
   1. Training - 1 or 2 years of pre-professional college education plus about 4 years of training in a school of podiatry - chiropody.
n. Dental Hygienists - Work under supervision of licensed dentists. They may clean teeth by removing stains and calcium deposits, polish teeth, and massage gums. Those who work in private offices, may also take and develop X-rays, mix filling compounds, prepare solutions, sterilize instruments, and act as chairside assistants to the dentist.
   1. Training - 2 year curriculum or a 4-year program leading to a bachelor's degree from a school of dental hygiene.
o. Dietitians - generally responsible for planning and supervising the preparation and serving of appetizing and nutritious meals to help people maintain or recover good health.
   1. Training - college study leading to a bachelors degree plus 1 year as a dietitic intern.
p. Physical Therapists - help people with muscle, nerve, joint, or bone diseases or injuries to overcome such disabilities. According to physician's instructions, physical therapists treat a variety of disorders through physical exercise, mechanical apparatus, and applications of massage, heat, light, water or electricity.
   1. Training - 4 year program in physical therapy leading to a bachelor's degree from an approved college or university. Some schools offer certificates to those who have bachelor's degrees in other fields upon completion of a 12 to 16 month course.
q. Medical Record Librarians - are responsible for the planning, preparation, maintenance, analysis, and use of records and reports on patients' illnesses and treatments.

1. Training - minimum requirement for professional registration is 2 years of general college work and 1 year of study in medical record science.

r. Practical Nnses - assist in the care and treatment of the physically or mentally ill, under the direction of physicians or professional nurses.
    1. Licensed practical nurses - give prescribed treatments and medication, take patients temperature, pulse, and blood pressure, and help with personal hygiene tasks.
    2. Nursing Aides.
        a. Orderlies
        b. Hospital attendants
        May make beds, bathe patients deliver messages, count and stack linens, escort patients to other departments of the hospital, help with examinations, or take care of hospital equipment.
    3. Training - Practical nursing is licensed. Training may be received in vocational or adult education programs, or from private schools. The courses usually last one year. Some schools require 2 years of high school, others require only a grade school education.
    Nursing aides, orderlies and hospital attendants usually receive on the job training. There is usually no formal educational requirements.

SUMMARY:

1. Careers in health service occupations are unlimited. Some careers require professional training, others have no specific educational requirements.
2. Ask each student to choose two occupations from those listed on the black board to investigate more fully. (See TEACHING AIDS)

LESSON 2: Exploring Careers in Health Services

OBJECTIVES:

1. To learn the employment outlook for various health occupations.

LEARNING EXPERIENCES (MOTIVATION)

1. Gaining experience in locating information on specific health occupations.
2. Discussion of employment opportunities in health occupations after viewing a film on health occupations.

TEACHING AIDS:

1. A film on health careers from Educator's Guide to Free Films, Randolph, Michigan, (a large variety of films on health occupations are available from this source) or one of the following:
   a. Health Careers, (15 minutes) Wilding Picture Productions
   b. The Professional Nurse, (26 minutes), American Film Production, 1963.
   c. The Dental Assistant, (13 minutes) US Dept. of Health, Education, and Welfare, 1961.

ASSIGNMENTS:

1. None

REFERENCES:

1. Joint Film Catalog, Mountain Plains Film Library Association.

PRESENTATION:

1. Ask each student to report on one of the health occupations he studied in the Handbook of Job Facts.
2. Prepare students for the showing of the film that has been chosen from those suggested in the teaching aides above.
3. Show film.
4. Discuss the film in regard to the training needed and the type of work performed in the jobs presented.

SUMMARY:

1. Review those health occupations in which the students had the most interest. Ask them to explore further those careers that interest them in the Occupational Outlook Handbook or the Dictionary of Occupational Titles, US Dept. of Labor.

LESSON 3: Panel Discussion of Opportunities in Health Service Careers

OBJECTIVES:

1. To explore the opportunities for careers in various health environments.

LEARNING EXPERIENCES:

1. Discussion of opportunities, requirements, salaries, and working conditions in the health service field with resource speakers now working in health service occupations.

TEACHING AIDS:

1. Resource speakers. Invite three health service workers to form a panel. Each should present about 10 minutes regarding job requirements, salary, working hours, advancement, working conditions, and job futures in his particular specialty. At the end of the presentations, students direct their questions to panel members. Resource speakers might be chosen from the following:
   a. Local Hospital Administrator - "Careers in Hospital Occupations."
   b. Personnel Director, from a local or state hospital - "Careers in State Institutions."
   c. Registered nurse of Public Health Nurse - "Careers in nursing".
   d. State Dept. of Health and Environmental Services Engineer - "Careers in Public and Environmental Health."
   e. Pharmacist - "Careers in Pharmacy."

ASSIGNMENTS:

1. None.

REFERENCES:

1. None.

PRESENTATION:

1. Introduce speakers and give general topic that each will discuss.
2. Allow speakers 10-15 minutes to talk about their topic.
3. Follow the presentations with a question and answer period for students to ask questions of panel members.

If a fifth hour is available for health occupations, a second panel discussion with three more resource speakers might be planned.

SUMMARY:

1. There is a great demand for workers in the health service fields.
2. Some jobs in the health service field require no special training; others require college and/or professional training.
3. What are the broad areas of work in the field of health.
   a. Armed Forces
   b. Clinics
   c. Health Centers
   d. Hospitals
   e. Industry
   f. Pharmacies
   g. Private Practice
   h. Public Health
   i. Research
   j. Sanitary Engineering
   k. Social Work
   l. Teaching
   m. Technical Work

HEALTH SERVICE OCCUPATIONS
(see page 3 for use)

- Anatomist
- Anesthetist
- Bacteriologist
- Chiropractor
- Dental Hygienist
- Dental Laboratory Teahnician
- Dentist
- Dietitian
- Hospital Attendant
- Industrial Hygienist
- Medical Assistant
- Medical Record Librarian
- Medical Technologist
- Microbiologist
- Nurse
  - Private duty
  - Office
  - Public health
  - Industrial or occupational health
  - Educators
  - hospital
- Occupational therapist
- Optician
- Optometrist
- Osteopathic Physicians
- Pharmacist
- Pharmacologist
- Physical therapist
- Physician
  - Surgeon
  - Internal medicine
  - Pediatrics
  - Pathology
  - Obstetrics
  - Gynecology
  - Radiology
  - Opthomology
  - Otolaryngology
- Physiologist
- Podiatrist
- Practical nurse
- Psychiatrist
- Psychologist
- Sanitation engineer
- Sanitarian, public health
- Veterinarian
- X-ray Technician

HEALTH OCCUPATIONS

Careers in Hospitals

ADMINISTRATIVE SERVICES

- Administration
    - Administrator
    - Assistant Administrator
    - Administrative Assistant
- Admitting Office
    - Admitting Officer
    - Assistant Admitting Officer
    - Admitting Clerks
- Business Office
    - Business Manager (Controller)
    - Chief Accountant
    - Accountant
    - Credit Manager
    - Bookkeeper
    - Cashier
    - Switchboard Operator
    - Telephone Supervisor
    - General Secretary
    - Stenographer
    - Receptionist
    - File Clerk
- Personnel
    - Personnel Director
    - Employment Manager
    - Interviewer
    - Job Analyst
- Public Relations
    - Public Relations Director
- Purchasing and Stores
    - Purchasing Agent
    - Assistant Purchasing Agent
    - Stock Clerk
    - Storekeeper
    - Stockroom Manager
- Volunteer Service
    - Director of Volunteer Service
    - Assistant Director of Volunteer Service

PROFESSIONAL SERVICES

- Dietary Services
    - Dietition in Charge
    - Therapeutic Dietition
    - Clinic Dietition
    - Food Service Supervisor
    - Cafeteria Manager
    - Chef
    - Butcher
    - Cooks

Health Occupations

Careers in Hospitals

  - Bakers
  - Kitchen Helpers
  - Porters
- Laboratory and Related Technical Services
  - Medical Technology
    - Cytotechnologist
    - Histotechnologist
  - Bacteriology Technician
  - Biochemistry Technician
  - Hematology Technician
  - Blood Bank Technician
  - Animal Keeper
  - Electrocardiograph Technician (ECG) (EKG)
  - Electroencephalograph Technician (EEG)
  - Radioisotope Technician
- Library Service
  - Medical Librarian
  - Patients' Librarian
  - School of Nursing Librarian
- Medical Illustration
  - Medical Photographer
  - Medical Artist
- Medical Record Department
  - Medical Record Librarian
  - Medical Secretary
- Nursing Service
  - Director of Nursing
  - Assistant Director of Nursing
  - Supervisor
  - Head Nurse
  - Registered Professional Nurse
    - Pediatric
    - Psychiatric
    - Obstetrics
    - Operating Room
    - Orthopedic
  - Nurse Anesthetist
  - Licensed Practical Nurse
  - Inhalation Therapist
  - Nursing Aide
  - Orderly
  - Ward Clerk
- Pharmacy
  - Registered Pharmacist
  - Pharmacy Clerk
- Rehabilitation
  - Physical Therapist
  - Occupational Therapist
  - Music Therapist
  - Speech and Hearing Therapist
  - Recreation Therapist

Health Occupations

Careers in Hospitals

- Social Work
  - Medical Social Worker
  - Psychiatric Social Worker
- X-Ray Service
  - X-Ray Technician (Radiation Technologist)

PLANT OPERATION
- Engineering and Maintenance
  - Chief Engineer
  - Assistant Engineer
  - Stationary Engineer
  - Fireman
  - Stationary Boiler Operator
  - Plumber
  - Painter
  - Electrician
  - Elevator Repairman
  - Carpenter
  - Groundsman (Gardener)
  - Machinest
  - Mason
  - Plasterer
  - Ambulance Driver
  - Truck Driver
- Housekeeping
  - Executive Housekeeping
  - Assistant Executive Housekeeper
  - Linen-room Attendant
  - Clothes-room Worker
  - Seamstress
  - Maid
  - Porter
  - Floor Polisher
- Laundry
  - Laundry Manager
  - Washerman
  - Washer Foreman
  - Extractor Operator
  - Flatwork Ironer
  - Marker-Sorter
  - Hand or Machine Presser
  - Tumbler Operator
  - Flatwork Shaker
  - Clerical Assistant

119 different jobs.
3 main divisions or departments
20 departments

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Kansas Board of Nursing, State Office Building, Topeka, Kansas.

Kansas League for Nursing Committee on Careers, 1101 Wayne, Topeka, Ks.

Kansas State Department of Health, State Office Building, Topeka, Kansas.

Kansas State Employment Service, *Kansas Job Guide*, 402 East 2nd. Street, Wichita, Kansas.

Pfiser, Charles and Company, Inc., 235 East 11th. Street, New York.

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United States Public Health Service

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UNIT H

DISTRIBUTIVE OCCUPATIONS

UNIT OBJECTIVES:

1. To define and gain knowledge of the various "distributive occupations."
2. To discover what opportunities are available for a person in the distributive occupations.
3. To evaluate one's potential as a prospective salesman.

LESSON PLANS:

		Number of Periods per lesson	Page
1.	What does "distributive occupations" mean?	1	H-2
2.	The kinds of sellers and what they do.	1	H-4
3.	What are the opportunities in "Selling?"	2	H-5
4.	As a salesperson sees it.	1	H-8

TEACHING AIDS:

1. Sample list of typical jobs found in the area of distributive occupations. (Use as master for transparency) lesson 1 -- H-9
2. Self - Evaluation Test for Prospective Salesmen.-------- H-10 Lesson 3

BIBLIOGRAPHY : -- H-11, 12

DISTRIBUTIVE OCCUPATIONS

LESSON 1: What does "distributive occupations" mean?

OBJECTIVES:

1. To define distributive occupations.
2. To gain knowledge of the various distributive occupations.

LEARNING EXPERIENCES (MOTIVATION):

1. Research of specific sales jobs available.
2. Participation in class presentation.

TEACHING AIDS:

1. Transparency of "Sample List of Typical Jobs Found in the Area of Distributive Occupations." (H-9)
2. Dictionary of Occupational Titles
3. Handbook of Job Facts
4. "The Story of Distributive Education" -- film

ASSIGNMENTS:

1. If students are not already acquainted with the use of #2 and #3 under teaching aids, give them time to become acquainted at the end of this lesson.

REFERENCES:

1. United States Department of Labor. Dictionary of Occupational Titles. Washington D. C.: U. S. Government Printing Office.
2. Murphy, James M. Handbook of Job Facts. Chicago: Science Research Associates, Inc., 1963.

PRESENTATION: Question-Answer

1. What would be a definition of the term "distributive occupations"?
    a. Those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. Such occupations are found in various business establishments, including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing. Use page H-9 to show a brief list of jobs found in the area of distributive occupations.
    b. Show film -- "The Story of Distributive Education."

2. Who is a salesman?
   a. One who attempts to persuade others that what he has to offer will benefit them so that they will make a buying decision. He attempts to transfer property from one person to another for a valuable consideration. (See salesman as listed in Vol. 1 of the Dictionary of Occupational Titles.)
3. Salesmanship may be thought of as what?
   a. It is the art of persuading people to buy for their own benefit.
4. A consumer goods salesman is one who sells either retail or wholesale goods.
   a. The retail salesman is usually employed by a drug, hardware, department or specialty business.
   b. A wholesale salesman would represent manufacturer or wholesale houses who sell to retailers and business users.
5. Who is an industrial goods salesman?
   a. One who sells industrial goods such as bearings for the automobile industry. Industrial goods include materials, equipment, and supplies that are used by manufacturers and other businessmen in their businesses.
6. What does a nonpersonal seller do?
   a. He does selling that is done in a nonpersonal way by directing a sales message to a group rather than to individual customers. Advertising men, display men, and public relations men are some examples of this type of sales.
      (1) display men -- the persons responsible for display of merchandise in windows or interior displays in the store.
      (2) advertising men -- the persons or managers responsible for the allocation of funds to pay for the use of mass media to present their sales message. Media employed are newspapers, magazines, direct-mail announcements, radio, and television.
7. What are service salesmen?
   a. Those who sell services that their businesses provide such as transportation, insurance, brokerage services, and advertising for television time.
8. Allow time now for the students to become acquainted with the various references -- assignment 1.

SUMMARY:

1. Describe in your own words what distributive occupations are.
   a. Those occupations which are involved with selling or moving products or services from producer to consumer.
2. How would you explain the work of a salesman?
   a. His job is to persuade paople to buy something for their own benefit.
3. Tell the difference between an industrial goods or service salesman and a nonpersonal seller.
   a. The service salesman deals directly with people in selling his product while the nonpersonal seller directs his sales message to people through some form of mass media. Nonpersonal salesmen may aid the service salesman.

DISTRIBUTIVE OCCUPATIONS

LESSON 2: The kinds of sellers and what they do

OBJECTIVES:

1. To examine the different kinds of sellers in more detail.

LEARNING EXPERIENCES (MOTIVATION):

1. Watching films on selling
2. Participating in class discussion of the different kinds of sellers.

TEACHING AIDS:

1. Film -- "What It Takes to be a Real Salesman"
2. Film -- "Distributing America's Goods"

ASSIGNMENTS:

None

REFERENCES:

1. Murphy, James M. Handbook of Job Facts. Chicago: Science Research Associates, Inc., 1963.

PRESENTATION: Using films as basis for class discussion

1. Show film -- "What It Takes to be a Real Salesman."
2. Discuss in more detail the kinds of sellers as presented in the last lesson and as brought out in this film.
    a. Salesmen
        (1) Consumer goods salesmen
            (a) Retail salesmen -- those inside and outside (house to house) and the intangible seller (insurance, investments, etc.)
        (2) Industrial goods salesmen
        (3) Service salesmen
    b. Nonpersonal sellers
        (1) Advertising men
        (2) Display men
        (3) Public relations men
3. Precede the following film with the introduction of the three types of business organizations:

   a. The producers -- those who make the product.
   b. The middlemen -- those who buy from the producers, add services, and sell the products to the consumer.
   c. The service establishments -- those who render service in repair of the product or in the product's upkeep, or those who render personal services.
4. Show film "Distributing America's Goods." Discuss film's main points.

SUMMARY:

1. Have each student express what he thought the most important point was in each film.

LESSON 3: What are the opportunities in "selling"?

OBJECTIVES:

1. To discover what opportunities are available for a person in sales.
2. To understand the possibilities for advancement in the sales business.

LEARNING EXPERIENCES (MOTIVATION):

1. Class discussion of the opportunities in selling.
2. Using various job guides and references to discover opportunities in selling.

TEACHING AIDS:

1. Kansas Job Guide, June 1965, or latest publication -- see reference.
2. Chronicle Occupational Briefs -- see references
3. Career reprints -- see references
4. Career Summary by Careers, Largo, Florida -- see references
5. Salesmanship Fundamentals -- see references

ASSIGNMENTS:

None

REFERENCES:

1. References are those mentioned in teaching aids and are listed in the bibliography.

PRESENTATION: Lecture and class discussion

1. The opportunities in selling:
   The United States is now faced with the task of distributing an unprecedented volume of goods in order to keep up with the ever-increasing production of our industry. There are about four million people in selling activities today. This is not sufficient to do the job of moving the output of our factories and warehouses.

   Business leaders feel that it is essential to increase and make the present sales force more competent and more productive immediately. Industry needs to find and apply new ideas, techniques, and principles for selling its output.

   More company presidents have advanced from the ranks of salesmen than from any other division of the average business organization. The salesman has the eyes of management constantly focused on him. If a salesperson has managerial capabilities, these qualities will show up sooner in his sales job than in most other types of work.
2. The progression of a salesman from the bottom to the top might look like this:
   a. Junior salesman
   b. Senior salesman
   c. Sales supervisor
   d. Assistant sales manager
   e. Sales manager
   f. Division sales manager
   g. Vice-president in charge of sales
   h. President
3. Retail salespersons may advance by being transferred to a department where selling ability will bring in more money. From the position of salesman the line of advancement is to assistant buyer and then to buyer. The buyer in the large department store is in charge of the department with important responsibility to the store.

   The division merchandise manager is in charge of a group of buyers and must coordinate their activities and transmit the policies from top management down through the buyer to the rank and file employees. The merchandise manager is in charge of all merchandising activities. The general manager is at the top.
   a. Salesman
   b. Buyer
   c. Division merchandise manager
   d. Merchandise manager
   e. General manager
4. Using the Kansas Job Guide and Career reprint for retailing and salespersons as a source, discuss the general salesperson:
   a. Nature of work and duties
   b. Working conditions and where employed
   c. Wages, hours, and employee benefits
   d. Entry requirements and special qualifications

   - e. Advancement opportunities
   - f. Employment outlook, supply and demand
   - g. Earnings

SECOND HOUR OF INSTRUCTION:

5. Using *Chronicle Occupational Briefs* and *Career Reprints*, discuss the house to house salesperson:
   - a. Definition
   - b. History
   - c. Selling performance
   - d. Working conditions
   - e. Hours
   - f. Earnings
   - g. Personal requirements
   - h. Determination of aptitudes and interests
   - i. Educational requirements
   - j. Training opportunities
   - k. High school and the job
   - l. Opportunities for advancement
   - m. Outlook
   - n. Opportunities for women
   - o. Licensing
6. Using *Career Summary* by Careers, Largo, Florida, discuss automobile salesman.
7. Using Career Summary by Careers, Largo, Florida, discuss grocery checker.
   - a. Duties
   - b. Working conditions
   - c. Personal qualifications
   - d. Training
   - e. Earnings and hours
   - f. Outlook
   - g. Advancement
   - h. Where employed
8. Using Career Reprint, discuss the market researcher.
   - a. Duties
   - b. Qualifications
   - c. Earnings
   - d. Facts to weigh

SUMMARY:

1. Give "Self-Evaluation Test for Prospective Salesmen" test taken from *Salesmanship Fundamentals*. (See references) Test is page H-10.

LESSON 4: As a salesperson sees it.

OBJECTIVES:

1. To gain information from persons actively engaged with saleswork.

LEARNING EXPERIENCES (MOTIVATION):

1. Questioning and listening to a person in the sales business.

TEACHING AIDS:

1. Use resource speakers -- a local salesman and/or small business operator.

ASSIGNMENTS:

None

REFERENCES:

None

PRESENTATION: Brief talk given by salesmen followed by question-answer period.

1. Talk should follow these guidelines
   a. Duties
   b. Working conditions
   c. Qualifications
   d. Training
   e. Earnings and hours
   f. Outlook
   g. Advancement
2. The discussion period should include questions and answers on:
   a. Advertising
   b. Display

Sample List of Typical Jobs Found in the Area of Distributive Occupations

1. variety stores
2. department stores
3. ladies wear
4. men's wear
5. children's wear
6. drug stores
7. grocery stores
8. home and auto
9. jewelry stores
10. hardware stores
11. insurance sales
12. equipment sales
13. cleaners and laundry
14. service stations
15. food services
16. door-to-door sales
17. any establishment where product is sold

H-10

SELF-EVALUATION TEST FOR PROSPECTIVE SALESMEN

Which of these statements describes you? On a separate sheet of paper, write the number of each statement and "Yes" or "No", whichever is your answer. Be fair to yourself and as accurate in your opinion as possible.

Yes No

1. I would rather deal with things than people.
2. I think chemistry is a very interesting subject.
3. I like talking to strangers.
4. I would like to be a college teacher.
5. People find it easy to approach me.
6. I would like to do research in science.
7. I enjoy raising money for a charity.
8. I would like to teach in a school.
9. I like fashionably dressed people.
10. I would like to be a watchmaker.
11. I like to attend conventions.
12. I have more-than-average mechanical ingenuity.
13. I dislike people who borrow things.
14. I would like to be a mechanical engineer.
15. I like blind people.
16. I like to have regular work hours.
17. I would enjoy making speeches.
18. I would like to be head of a research department.
19. I like to keep meeting new people.
20. I enjoy bargaining when I'm buying something.
21. I would like to develop some new scientific theories.
22. I like to have a definite salary.
23. I would rather have only a few really intimate friends.
24. I am better than average in judging values.
25. I like to play cards.

Check the answers with the key given below.

To obtain your score, add the number of your answers that agree with these. If your score is 16 or above, your chances of success in the selling field are favorable. A score below 16 indicates that you probably would have better chances of success in some other field.

1. No
2. No
3. Yes
4. No
5. Yes
6. No
7. Yes
8. No
9. Yes
10. No
11. Yes
12. No
13. Yes
14. No
15. Yes
16. No
17. Yes
18. No
19. Yes
20. Yes
21. No
22. No
23. No
24. Yes
25. Yes

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"Distributing America's Goods, " University of Minnesota.

"The Story of D. E." and "What It Takes to be a Real Salesman," Mr. H. D. Shotwill, State Supervisor, Business Occupations, State Office Building, Topeka, Kansas.

UNIT I

AGRICULTURAL OCCUPATIONS

UNIT OBJECTIVES:

1. To explore occupations in agriculture
2. To learn of career opportunities in agriculture
3. To learn the qualifications and duties of some of the occupations in the agricultural area.

LESSON PLANS: (Suggested number of periods) Page

1. What are the opportunities for me in agriculture --- 1 -- I-2
2. What are the prevalent opportunities in agricultural occupations in my area? --------------- 1 -- I-3
3. What are the qualifications for the general areas of agricultural occupations? ---------------- 2 --.I-5

TEACHING AIDS:

1. "Dynamic Careers Through Agriculture," film from Farm Film Foundation
   "Careers in Agriculture," film from Cornet
   "Your Career in Agriculture," film from Texaco
   (Select one film for lesson 2)

2. "A Step Ahead on Careers in Agriculture," film from New Holland
   "Personal Qualities for Job Success," film from Oklahoma State University
   (Select one or both films for lesson 3)

BIBLIOGRAPHY: --- I-8

LESSON I: What are the opportunities for me in agriculture?

OBJECTIVES:

1. To develop an awareness of opportunities in agriculture and agriculture's future.

LEARNING EXPERIENCES (MOTIVATION)

1. Class experience

TEACHING AIDS:

1. Black board and chalk

ASSIGNMENTS:

None

REFERENCES:

1. There's a New Challenge in Agriculture, American Association of Land Grant Colleges.

PRESENTATION:

1. The U.S. Dept. of Labor estimates that for 1970:
   a. Population will be at 208 million in the United States.
   b. The labor force will be at 87 million people.
   c. Young workers (under 25) will constitute 47% of all labor.
   d. College enrollment will be at 6.4 million.
   e. Unemployment will be much higher among those with least education.
2. Agriculture promises bright careers in the future.
   a. By the year 2,000 there will be 330 million people to feed, clothe, and house in the U.S. -- over six billion in the world. (6,000,000,000).
   b. Overall agricultural production from the land in the U.S. will be up to 43 billion dollars.
   c. The need for agricultural trained personnel at home and abroad will by necessity, be increased in the future.
3. What is agricultural industry?
   a. The industry producing agricultural commodities (Production Agricultural Occupations)
   b. The industries and businesses supplying and servicing those engaged in agricultural commodity production. (Agricultural Sales and Service Occupations)
   c. The industries and businesses performing all the necessary functions in making agricultural commodities available to the consumer.
4. What are the major occupational areas?

   a. Manufacturing and processing
   b. Distribution
   c. Services for agri-business
   d. Government services
   e. Professional and scientific services
   f. Production agriculture

5. In the time remaining in this class period list ten people with different agriculture or agriculture - related occupations in the community. List as many people in different non- agriculture related occupations in our community. Bring to next class meeting.

SUMMARY:

1. There are many occupations from which to choose your job. Agriculture, like other areas has a large number of occupations to choose from.

LESSON 2: What are the prevalent opportunities in agricultural occupations in my area?

OBJECTIVES:

1. To determine the related occupation possibilities in my community.

LEARNING EXPERIENCES (MOTIVATION)

1. Observation and reflection on film shown in class.

TEACHING AIDS:

1. Select and preview one of these films to show in class:
   a. Dynamic Careers Through Agriculture -- Farm Film Foundation (28 minutes).
   b. Careers in Agriculture --------------- Cornet
   c. Your Career in Agriculture ----------- Texaco

ASSIGNMENTS:

1. Bring list of persons to class that you compiled during the last class meeting.
2. In class, list all of the Agricultural occupations that you can think of in our local area.

REFERENCES:

1. Careers in Agri-business and Industry, Interstate Publishers.
2. Handbook of Agricultural Occupations, Interstate Publishers.

PRESENTATION:

1. Show film and review major portions as the following lists of occupations are presented. Tie in presentation with the lists that the students have prepared.
2. Occupations in manufacturing and processing:
    a. Purchasing raw materials
    b. Plant managers and supervisors
    c. Inspectors for quality control
    d. Salesman
    e. Cost control
    f. Pricing and contracting
    g. Finance, capital and budgeting
    h. Transportation and shipping
    i. Communications, advertising and public relations
    j. Related industries
        (1) Packaging
        (2) Canning
        (3) Warehousing
        (4) Cold storage
        (5) Materials -- handling equipment
        (6) Processing machinery and equipment
        (7) Instruments and controls
        (8) Packaging film and cartons
        (9) Aromatics and flavors
        (10) Food additives
3. Occupation in distribution:
    a. Wholesalers
    b. Brokers
    c. Commission men
    d. Public auctioneers
    e. Pruchasing agencies
    f. Selling agencies
    g. Food packers
    h. Warehouse and storage
    i. Services
4. Occupations in services for agribusiness:
    a. Banking and finance
    b. Insurance
    c. Engineering
    d. Farm management
    e. Soil and water conservation
    f. Storage of farm commodities
    g. Trade association services
    h. Farm organization services
    i. Grain and commodity exchange services
    j. Rural electrification
    k. Land appraisal service
5. Occupations in government services:
    a. Information and marketing
    b. Inspectors and regulatory offices
    c. Stabilization and conservation work
    d. Scientists and research
6. Occupations in professional and scientific services:

  - a. Economists
  - b. Research scientists
  - c. Chemists
  - d. Agronomists
  - e. Biologists
  - f. Engineers
  - g. Home Economists
  - h. Nutritionists

7. Occupations in production Agriculture.
   - a. Managers of corporate farms
   - b. Private farm operators & owners
   - c. Occupational employment as farm hands & other hired help.

LESSON 3: What are the qualifications for the general areas of agricultural occupations?

OBJECTIVES:

1. To develop an understanding of personal interest and qualifications.
2. To consider qualifications for the various occupations?
3. To guide the student in matching his interest and ability toward an occupation in which he may become qualified.

LEARNING EXPERIENCES:

1. Class discussion
2. Personal exploration into various agricultural occupations.

TEACHING AIDS:

1. Film: " A step ahead on careers in Agriculture", New Holland, and/or "Personal qualities for job success," Oklahoma State University.

ASSIGNMENTS:

1. Assign various jobs to students to explore in accordance to their expressed interest to find the duties and qualifications for specific job titles. Some suggested sources for the students to use in this assignment are:
   - a. Handbook of Agricultural Occupations
   - b. Occupation Outlook Handbook.
   - c. Dictionary of Occupational Titles
   - d. Course outline for Agricultural Supply
   - e. Sales and Service Occupations.

REFERENCES:

1. There is a New Challenge in Agriculture,American Association of Land Grant Colleges.
2. Letters A,B,C,D,E, under Assingments above.

PRESENTATION: Class discussion incorporating the following items with reports given from the students'work on their assignment.

1. Jobs in agricultural sales and service require varying amounts of education and training.
   a. Areas of jobs requiring agricultural competencies:
      (1) Agricultural machinery
      (2) Agricultural supplies and equipment
      (3) Livestock and poultry
      (4) Crops, forestry and soil conservation
      (5) Ornamental horticulture
      (6) Recreation and wildlife
      (7) Agriculture services
   b. Opportunities for employment depend on the individuals level of ability and training. Jobs vary from non-skill to occupations requiring college degrees. Occupations are available to all levels for those:
      (1) Wanting varying amounts of responsibility
      (2) Showing different degrees of leadership
      (3) Desiring indoor and outdoor employment
      (4) With varying mental capacities
      (5) With varying physical capacity
      (6) With wide ranges of ability in financial affairs
      (7) Having many types of interest

A SECOND HOUR OF INSTRUCTION will probably be necessary -- break at point convenient to students' reports.

2. Production agriculture can no longer refer only to one who owns, operates, and manages a farm. Absentee owners now employ trained managers and others for specialized work.
   a. Producation agriculture is concerned with the production of food, fiber, etc. as raw materials.
   b. Jobs in this field are varied from managers of large corporate farms to employers as farm hands. Training required varies as much as the range of occupations.
      c. Regardless of the occupations, the knowledge of agriculture is essential to all occupations in production agriculture.
      d. Ability to do the variety of skills required, love of country life, and willingness to do physical work are also important qualifications for production agriculture.
3. Professional agricultural occupations
   a. Reviewing a list of professional ag. occupations would reveal the following.
      (1) Agricultural journalist
      (2) Agronomist
      (3) Animal scientist
      (4) Entomologist
      (5) Extension agent
      (6) Vocational Agriculture teacher
      (7) Forester
      (8) Horticulturist
      (9) Veterinarian

b. Most of the above require a college education and a farm or rural background is of great value.
c. Of the 15,000 positions open annually, only one-half are filled.
d. More than 500 specific occupations have been listed in the agricultural professions.

SUMMARY:

1. As a summary exercise to stimulate the students' in their thinking about occupations have them list in order of their preference four occupations with which they would like to become involved. Have the students include a brief plan they could follow in order to qualify themselves for the first two choices.

AGRICULTURAL OCCUPATIONS

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Hoover, N.K. Handbook of Agricultural Occupations, The Interstate Printers and Publishers, Danville, Ill.

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Unit J

SAFETY PROCEDURES, HABITS, AND ATTITUDES

UNIT OBJECTIVES:

1. To develop knowledge of where, when, why, and how accidents occur.
2. To develop safety procedures, habits and attitudes.
3. To develop preventive habits and attitudes by emphasizing safety consciousness.
4. To develop a total concept of safety to apply in all situations.

LESSON PLANS:	(suggested number of periods)	Page
1. Accident-prone Areas	2	J-2
2. Safety in the Home	1	J-7
3. Safety at Work (or at School)	1	J-8
4. Safety in Transportation	1	J-9
5. Safety in Recreation	1	J-10
6. First Aid	2	J-12

TEACHING AIDS:

1. Assignment sheet for "Safety Procedures, Habits, and Attitudes" for lesson Number 1 -- to be handed out day before lesson is taught. (-15).
2. A partial listing of Safety Publications (KSU Library Card Files) Give to students for their personal use. (J-16).

BIBLIOGRAPHY -- J-17

SAFETY PROCEDURES, HABITS, AND ATTITUDES

LESSON 1: Accident-Prone Areas

OBJECTIVES:

1. To learn definitions of terms used.
2. To identify both broad and specific areas where accidents are likely to occur.
3. To learn the common characteristics of these areas.

LEARNING EXPERIENCES (MOTIVATION)

1. Active participation in class discussion allowing the student to grasp the concept of safety.
2. Observing and trying to solve problems found in accident areas.

TEACHING AIDS

1. Assignment sheet J-11

ASSIGNMENTS:

1. Group all specific areas of safety (J-3, question 4) as they could apply to the four broad areas (J-3, question 3) for example -- recreation - dress, fire, highways, water, etc. Have ready for class tomorrow.
2. The assignment sheet for this unit found on page J-11 should be handed out to the students the day before this lesson in order to give them time to become acquainted with the terms used in this lesson.

REFERENCES:

1. Peterson, Successful Living, pp. 74-76.
2. Leader and Others, Health and Safety for High School Students, pp. 213-214.
3. Meredith, Irwin and Station, Health and Fitness, pp. 297-298, p. 305.

PRESENTATION: question -- answer

1. INTRODUCTION: In this unit we are going to introduce a different idea about safety which we believe may be new to you. We will call this idea the "Concept of Safety," which means we will consider the whole idea of safety, not just different sets of rules about safe practices.

2. Define terms used in this unit. Have students do this from the assignment they filled out for class. (J-12)
    a. Safe -- Free from injury, harm or risk. Untouched or no longer threatened by injury or danger.
    b. Safety -- Condition or state of being safe; freedom from danger or hazard; exemption from hurt, injury or loss.
    c. Procedure -- manner of proceeding, conduct, or process.
    d. Habit -- A settled tendency of behavior or normal manner of occurrence or procedure.
    e. Attitude -- Position or bearing as indicating action, feeling, or mood; the feeling or mood itself. A state of mental or emotional readiness for some form of activity.
    f. Accident -- An event which is unexpected or the cause of which was unforseen. A contingency, casualty, or mishap. (Contingency -- accidentally, conditional.)
    g. Prevention -- Procedures which do not allow some action to happen.
    h. Concept -- A whole large idea about some general idea or topic.
    i. Accident Area -- The place where the possibility of an accident exists. May be general (large) or specific.
3. Introduce the broad areas of safety -- see if students can identify these:
    a. At home -- where we spend about one-third or more of our time every day.
    b. In transportation -- traveling from home to work, school, or to recreational activities, or returning home. Also includes travel for business or recreation and the movement of things.
    c. At work or school -- about another third of our day is spent in these areas.
    d. In recreation -- some time spent in this area nearly every day.
4. Can you identify the specific areas of safety? (listed alphabetically)
    a. Chemical
    b. Dress
    c. Electrical
    d. Fire
    e. Highways
    f. Housekeeping
    g. Machinery
    h. Material handling
    i. Streets
    j. Tool handling
    k. Water
    l. Others ---
5. Give class assignment number 1 found on page (J-2)

SUMMARY:

1. To be safe one needs to have the concept of safety, approaching everything with a safe attitude.
2. We spend our days in four broad areas:
    a. Home
    b. Transportation
    c. Work
    d. Recreation

LESSON 1 -- SECOND HOUR OF INSTRUCTION

6. Discuss each specific area to correlate the relationship with the broad areas of safety. (use student's assignment no. 5)
7. What are the causes of accidents?
    a. Studies have shown most accidents are the result of one or more of the following:
        (1) Being bored
        (2) Being tired
        (3) Being in a hurry
        (4) Not knowing
    b. Farm accidents are caused by one or more of these things·
        (1) Unsafe methods
        (2) Hurrying
        (3) No safety devices
        (4) Tiredness
        (5) Being irritated or angry
    c. The greatest causes of traffic accidents have been shown to be:
        (1) Having a bad attitude
        (2) Showing off
        (3) Lack of courtesy and consideration of others
        (4) Thrill-seeking
        (5) Quick anger
        (6) Impatience
    d. A further study of types of fatal accidents by greatest frequency shows this order:
        (1) Motor vehicles
        (2) Falls
        (3) Drowning
        (4) Burns
        (5) Railroad transportation
        (6) Firearms
        (7) Poisons
    e. When would you say the time was that most accidents occur?
        (1) The greatest frequency occurs between 10 and 11 a.m., and between 4 and 5 p.m.
8. Following is a discussion of the "Concept of Safety," Parenthesized words are suggestions for assemblying a flip chart or transparencies to show the students along with the discussion.

Safety is thought of many times as a set of rules for a given situation(baby girl sucking thumb);but the rule of thumb might not always save you. (cartoon showing safety hazard and rules against it) Rules are somethimes graphically expressed in terms of "do" or "don't"; this can be confusing because you can't always remember when to "do" and when to "don't"(do's and don'ts in picture form) Inability to remember whether the rule is positive or negative may cause dangerous mistakes. Remembering all rules is certainly difficult. Developing a safe attitude toward all activities is the most desirable rule to follow in obtaining a concept of safety.

Try to decide who this is:

(WHO AM I?)

I am more powerful than the combined armies of the world.
I am more deadly than bullets, I have wrecked more homes than the mightiest seige of guns.
I steal in the U.S. alone over $300,000,000 each year.
I spare no one, and find my victims among the rich and the poor alike, among the young and the old, , and the strong and the weak.
I massacre thousands and thousands of wage earners a year.
I lurk in unseen places and do most of my work silently; you are warned against me but you heed not.
I am relentless, I am everywhere, in the home, on the street, at the railroad crossings, and on the sea.
I bring sickness, degration and death, and yet few seek to avoid me.
I destroy, crush, and maim; I give nothing, but take all.
I am your worst enemy.

Who am I, in these statements can be answered by many different things -- but the best answer for all of them is (I am carelessness).

(car accident with policeman) Frame of mind has a lot to do with the way we react to any situation -- many accidents occur because those involved are irritated, unhappy or worried about something -- in this picture the policeman is irritated and the person who caused the accident is also, without a doubt, unhappy.

(Picture of happy couple riding a motor scooter) Being happy and enjoying yourself contributes to a safe frame of mind and this usually leads to safe procedures unless overdone.

Our day may be divided into four parts depending upon where we are and what we are doing. (picture of family relaxing at home) One of these divisions is the time spent at home. Here most accidents are the result of carelessness. The frame of mind influences behavior, the happy home has fewer accidents. (small girl lying on floor with empty bottles beside her) One of the many types of home accidents involves small children and medicine. All types of medicines should be kept away from children -- prevention is the only way to avoid many types of accidents.

(picture of man working on a wood-turning lathe) Many persons have hobbies which they follow in their homes. One popular hobby is woodworking. This as many other hobbies involves the use of power tools which are dangerous unless the concept of safety is deeply ingrained. Eye protection is a very important part of safety -- always use proper shielding for your eyes and other parts of your body too.

(man in car driving on road) The second place we spend part of every day is in going from one place to another -- or transportation. Much has been written about traffic safety and this illustrates many situations that require special care. Recognition of the situations which require this care is the first step in the total concept of safety. (picture of large truck with car passing it) Transportation is concerned with the movement of things as well as people. Transport trucks are always on the highway and are a hazard to the careless driver. (combined picture of safety devices; brake lights, windshield wipers, rear view mirrors, safety belts, stop signs, others) Many things that add to safety on the highway are the responsibility of the car manufacturers and highway engineers. Our responsibility comes in using them correctly.

(Teacher showing student a globe or model of the solar system) Almost everyone works at something. Work is the third place we spend some time nearly every day. There is danger in carelessness in any line of work. This man could be a teacher. The whole new concept of space, travel, work, and recreation brings the necessity of a total concept of safety for survival.

(Space capsule) A space capsule illustrates both a type of transportation and a job. The person whose job it is to travel this way must have a total concept of safety to meet the many unknown dangers that might confront him.

(Motor boats on a lake) Recreation is the fourth way we spend some time almost every day. With the increase in the number of lakes and private swimming pools, even in the great plains, water sports have become very popular. The increase in the number of people in aquatic recreation brings an increase in the number of deaths in water. A new set of rules applies, and if an awareness of danger has not been developed what started as recreation may become a tragedy. A certain danger is involved in all forms of recreation. The danger must be recognized and controlled.

The only way we can come close to perfect safety is to develop an awareness of danger in all our activities and maintain a constant lookout for our number one enemy (I AM CARELESSNESS) carelessness. We must develop a concept of safety.

SUMMARY:

1. Why is recognition of accident areas important?
    a. In order to determine what preventive measures should be taken.
2. What are some common causes of accidents?
    a. See question #7, second hour of instruction above.
3. What can we do to prevent accidents?
    a. Develop safety consciousness.
    b. Learn to recognize dangerous situations.
    c. Have physical checkups regularly, to include eye exam.

4. Prepare a list of accident areas noticed in your observation stations, and what had been done to correct them.

LESSON 2: Safety in the home

OBJECTIVE:

1. To identify accident areas in the home.
2. To take remedial action to eliminate these accident areas if possible.
3. To learn how to protect against accident situations.

LEARNING EXPERIENCES (MOTIVATION)

1. Participation in class discussion (using students' lists of accident areas.
2. Reviewing safe practices.
3. Completing list of accident areas in observation station and remedies.

TEACHING AIDS:

1. Check lists prepared by the students for this lesson.
2. Blackboard and chalk for comparing lists of accidents and preventions.

ASSIGNMENTS:

1. Make a safety inventory of ybur home, list accident areas, and ways to correct or eliminate them.

REFERENCES:

1. Leader and others, Health and Safety for High School Students, pp. 222-226.
2. Meredith and others, Health and Fitness,pp. 300-303, 421-422.

PRESENTATION: Student presentation and class discussion

1. John, did you know that more accidents occur in the home than in any other place? Approximately 28,000 people are killed in homes each year. Those injured each year amount to over four million.
2. Identify a few accident areas in the home. Have students present their check lists and rate accident areas by frequency of listing on the chalk board. (have student write them on board as others read their lists.)

3. Show what may be done to make these areas safe, either by elimination, safeguards, or education.
4. Check lists of accident areas in observation stations. Do these follow a pattern? Discuss methods of correction or prevention used, or which should be used.
5. Do you know what the fatal home accidents are in order of their frequency?
    - a. Falls
    - b. Burns
    - c. Electrical shock
    - d. Poisons
    - e. Firearms

SUMMARY:

1. What is an accident area?
    - a. A place where the possibility of an accident exists.
2. What may be done to prevent accidents in the home?
    - a. See sheets prepared for assignment.

LESSON 3: Safety at Work (or school)

OBJECTIVES:

1. To identify accident areas in the place of work (school).
2. To determine ways to eliminate these areas.
3. To learn how to protect against accidents that cannot be eliminated.

LEARNING EXPERIENCES (MOTIVATION)

1. Deciding the most dangerous areas listed for the area of work in assignment one, lesson one.
2. Participation in class discussion that will "think through" safety in various work areas.

TEACHING AIDS:

1. Assignment from lesson one.

REFERENCES:

1. Feires, Woodworking for Industry, pp. 28-31.
2. Leader and others, Health and Safety for High School Students, pp. 226-228.
3. Meredith and others, Health and Fitness, p. 304; pp. 414-418.

PRESENTATION: Discuss student prepared material

1. Go over the lists prepared as an assignment (one of lesson one). and identify the most dangerous areas listed for the area of work.
2. Discuss accident areas at observation stations and what was done or should be done about them.
3. Discuss preventive measures which are required by law of the occupation that you are observing.
4. Revise list of danger spots, adding or deleting as necessary (students do in class).
5. Time permitting have students list methods of transportation normally used, and indicate any unusual safety problems noted--for next class meeting.

SUMMARY:

1. Who has the responsibility for providing a safe work environment for employees?
   a. The employer.
2. Who has the responsibility of providing a safe school environment for pupils?
   a. The school board, or the citizens of the community.
3. Who has the responsibility for safe behavior in and around the school?
   a. The students.
4. Who has the responsibility for safe working procedures?
   a. The workers.

LESSON 4: Safety in transportation

OBJECTIVE:

1. To identify common danger areas in different forms of transportation.
2. To determine methods of improving safety conditions in transportation.
3. To become able to recognize and avoid accident-prone situations.

LEARNING EXPERIENCES: (MOTIVATION)

1. Observing the objectives of this lesson on a field trip.
2. Each student evaluate and vocalize in class dangers and safety points observed on trip.

TEACHING AIDS:

1. Busy highway or intersection for the observation of transportation.
2. Lists prepared in number five of presentation of lesson three.

ASSIGNMENTS:

1. None

REFERENCES:

1. Leader and others, Health and Safety for High School Students, pp. 215-222.
2. Meredith and others, Health and Fitness, pp. 298-300.
3. Sportsmanlike Driving, Fourth Ed. pp. 7-8, 54-64.

PRESENTATION: field trip

1. Travel to busy highway or intersection -- on the way discuss and compare lists prepared by students in lesson three, number five of the presentation.
2. Discuss safe or defensive driving -- spot drivers displaying such characteristics.
3. Review most common causes of highway accidents. See c. for second hour of instruction, number seven.
4. Have students list some factors which should reduce highway accidents.
    a. More and better highways.
    b. Improved safety design of cars.
    c. Safety campaigns.
    d. Driver Education
5. Do most transportation accidents occur because of mechanical failure or human failure?
    a. Human failure.

SUMMARY:

1. Return to classroom and evaluate the field trip. Have students suggest high points of trip's study.

LESSON 5: Safety in Recreation

OBJECTIVE:

1. To identify accident areas common to recreational activities.
2. To identify specific accident areas in usual forms of recreation.
3. To determine safe methods of procedure in recreational activities.
4. To determine some safe procedures for recreation.
5. To determine the need for recreation.

LEARNING EXPERIENCES (MOTIVATION)

1. Participation in class discussion.
2. Writing a statement in class to express the concept of safety in recreation.

TEACHING AIDS:

1. Lists prepared by students of their personal forms of recreation.
2. Chalk board.

ASSIGNMENT:

1. List your own personal forms of recreation. Bring to this class meeting.
2. Write, in class, a statement to express the concept of safety in recreation.

REFERENCES:

1. Leader and others, Health and Safety for High School Students, pp. 228-229.
2. Peterson, Successful Living, pp. 357-359, pp. 143-147.
3. Meredith and others, Health and Fitness, pp. 332-334.

PRESENTATION: Question - answer

1. What are the types of recreational activities in which you participate?
2. Discuss safety requirements for each broad classification in recreation and identify danger points:
    a. What recreational activities that you do can we classify as active? (requiring considerable physical activity).
        (1) Aquatics -- boating, swimming, diving, water skiing, scuba diving, surfing, etc.
        (2) Fishing -- still, casting, trolling, spear, bow, deep sea, surf, etc.
        (3) Hiking -- trail, mountain, spelunking, camera.
        (4) Hunting -- shotgun, rifle, bow, camera, etc.
        (5) Touring -- weekend, vacation, seasonal, etc.
        (6) Sports
            a. Team -- baseball, basketball, volleyball, etc.
            b. Individual: Bowling, dancing, golf, tennis, skating, etc.
        (7) Others.
    b. Non active (requires little physical activity)?
        (1) Spectator, all sports, movies, television, etc.
        (2) Quiet games -- checkers, chess, cards,etc.
    c. Hobbies (may or may not require physical activity)?
        (1) Boy or Girl watching
        (2) Bird watching
        (3) Collections
        (4) Photography
        (5) Reading
        (6) Sewing
        (7) Etc.
3. Why is it necessary for people to have some form of recreation?
    a. We all need some change in our routine life. Something different will refresh us for our usual vocational work.

4. Why is it necessary for some physical activity at regular intervals?
    a. Muscles need to be used to maintain good tone, or health.

SUMMARY:

1. Does one have to have other persons for recreation?
    a. No.
2. Is there some danger in most forms of activity? What should we do about these situations?
    a. Yes. Learn to anticipate danger, and control the situation to eliminate or minimize the danger.

LESSON 6: First aid

OBJECTIVE:

1. To define first aid.
2. To establish a concept of first aid.
3. To determine what first aid procedures should be followed.

LEARNING EXPERIENCES (MOTIVATION)

1. Participation in class discussion.
2. If possible, during second hour of instruction, have school nurse demonstrate first aid care for various wounds.

TEACHING AIDS:

1. School nurse as a resource person.

ASSINGMENTS:

1. For first hour of instruction have students define "first aid" and "shock".

REFERENCE:

1. Leader and others, Health and Safety for the High School Student, pp. 234-253, 290-305.
2. Meredith and others, Health and Fitness, pp. 32-33, 40 -41, 308-320, 330-335, 159-163.
3. Peterson, Successful Living, pp. 108-117.
4. The American National Red Cross, First Aid, Fourth Edition, entire book.
5. U.S.Department of Defense, Family Guide Emergency Health Care, Section I and II.

PRESENTATION: Class discussion and demonstration

1. What is a good definition for first aid? (have students give theirs).
    - a. First aid is immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained. First aid is help rendered an injured person before full medical treatment can be given.
2. Through group discussion try to bring out the thinking of the group into one idea or one concept of first aid.
3. What are most emergencies requiring first aid caused by?
    - a. Accidental injuries.
        - (1) Fractures or muscle injury.
        - (2) Contusions or bruises, skin not broken.
        - (3) Wounds, skin broken.
        - (4) Crushing injuries.
        - (5) Burns or cold damage.
        - (6) Shock.
    - b. Sudden illness.
4. What are some guide lines to follow for General first aid?
    - a. Call physician for all injuries except: Minor contusions, wounds, or burns.
    - b. Allow physician, trained first-aider, or ambulance personnel to take care of the injured, except as listed above.
    - c. Keep hands OFF. Unless you know what to do and how to do it. Do nothing, except get trained help as soon as possible.
5. First aid measures that can be performed without special training, other than first aid training, include:
    - a. Contusions or bruises.
    - b. Fractures or muscle injury.
    - c. Wounds.
        - (1) Abrasions
        - (2) Lacerations or tears
        - (3) Stab or penetration
        - (4) Foreign bodies
        - (5) Incised or cut
        - (6) Infection
        - (7) Bleeding from wounds
        - (8) Nose Bleed

SECOND HOUR OF INSTRUCTION -- to include demonstrations by nurse.

- d. Burns
    - (1) Heat
    - (2) Chemical
    - (3) Cold injuries
- e. Shock -- have class use their definitions here. Shock may be considered a bodily condition caused by injury in which part of the body has a shortage of blood.
- f. Poison taken by mouth.
- g. Chokeing.
- h. Suspended breathing.

        - (1) Causes: drowning, electric shock, gas poisoning, choking.
        - (2) Treatment: arm lift - back pressure, mouth - to - mouth for choking in child.
    - i. Unconsciousness
    - j. Allergy and venom
        - (1) Allergy: poison ivy, etc.
        - (2) Venom: snake bite, spider bite, insect sting.

SUMMARY:

1. What is "first aid"?
    - a. Help rendered before full medical treatment can be given.
2. What kinds of wounds may an untrained person treat?
    - a. Small abrasions, lacerations, cuts, and punctures.
3. How should bleeding be controlled?
    - a. Compress and pressure, elevate in serious bleeding. Use of a tourniquet only in extreme cases which cannot be controlled by other means.
4. How should a poisonous snake bite be treated?
    - a. Localize, cut, suction. Secure medical aid as soon as possible.

SAFETY PROCEDURES, HABITS, AND ATTITUDES

ASSIGNMENT SHEET: Complete the following for the first class meeting of the unit on Safety Procedures, Habits, and Attitudes.

1. Look up definitions for the following words in the dictionary:
    a. Safe
    b. Safety
    c. Procedures
    d. Habit
    e. Attitude
    f. Prevention
    g. Concept

2. Define "accident area" in your own words.

SAFETY

A PARTIAL LISTING OF SAFETY PUBLICATIONS (KSU LIBRARY CARD FILE)

1913	Govt. "Safety in Mines - Electric Switches."
1915	Bowles, *Safety in Stone Quarrying*.
1924	Nat'l Safety Council, "Safety Education."
1932	Nat'l Fire Protection Assn, "Prevention of Dust Explosions."
1936	U S Employees Compensation Commission, "Safety Bulletins."
1937	American Standards Assn, "Elevators, Dumb Waiters and Escalators."
1940	American Safety Assn, *Yearbook*.
1949	American Standards Assn, "Manlifts."
1952	American Standards Assn. "Cranes Derricks and Hoists."
1955	American Standards Assn. "Industrial Power Trucks."
1956	Simonds, *Safety Management*.
1961	NEA, (Primary) "Safety Guides for You."
1962	NEA, (Intermediate) "Safety Guides for You."
1727	Book published in London,England, *A Safe Way to Health*.

SAFETY PROCEDURES, HABITS, AND ATTITUDES

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BOOKS:

American Automobile Association, Sportsmanlike Driving,fourth edition, McGraw-Hill Book Company, Inc., New York, N.Y., 1961.

American National Red Cross, First Aid,fourth edition, Doubleday & Company, Inc., Garden City, N.Y., 1957.

Feirer, John L., Woodworking for Industry,Chas. A. Bennett Co. Peoria, Ill., 1963

Leader, Barbara, and others, Health and Safety for High School Students, John C. Winston Company, Philadelphia, Penn., 1959.

Meredith, Florence L., and others, Health and Fitness,D.C. Heath and Company, Boston, Mass., fourth edition, 1962.

Peterson, Eleanor M., Successful Living, Allyn and Bacon, Inc., Boston, Mass., 1959.

U.S. Department of Defense, Family Guide Emergency Health Care, U.S.Govt. Printing Office, Washington, D.C., 1963.

UNPUBLISHED MATERIALS:

Phillips, Paul, "The Concept of Safety," Film strip and taped narration, 1966.

UNIT K

OFFICE OCCUPATIONS

OBJECTIVE:

To gain a thorough knowledge of office occupations in the following areas:

a. The many types of work available under this category.
b. The qualifications and requirements of training for entering each of these jobs.
c. Job opportunities and advancement potential of each type of work.

UNIT CONTENTS (5 Lessons):

1. Typical Office Occupations (Lesson 1) K-2
2. Research of Office Occupations (Lessons 2,3) K-3
3. Additional Information on Office Occupations (Lessons 4,5) . . . K-5
4. Training Aids K-7,8
5. Bibliography K-9

LESSON 1: Typical Office Occupations

OBJECTIVES:

1. To define Office Occupations
2. To discuss some of the typical office occupations

LEARNING EXPERIENCES:

1. Understanding the meaning of Office Occupations by discussing the types of activities and responsibilities involved.
2. Gaining a knowledge of the various types of Office Occupations and the general duties of each type by discussing this information in class.

TEACHING AIDS:

1. Overhead projector
2. Transparencies of current, pertinant facts concerning Office Occupations

ASSIGNMENTS AND PROJECTS:

None

REFERENCES:

1. Walter J. Greenleaf, Occupations and Careers, (Dallas: McGraw - Hill Book Company, 1955), pp. 217 - 235.
2. Pamphlet, Job Guide for Young Workers, 1963 - 64 edition, US Department of Labor (Washington, D.C.: US Government Printing Office, 1964), pp. 22 - 37

PRESENTATION (Conference):

1. Introduction - furnish general outline of unit.
2. Definition of Office Occupations includes:
   a. Activities performed by individual in public and for private enterprises.
   b. Responsibilities which are related to the facilitating function of the office.
   c. Items as recording and retrieval of data, supervision and coordination of office activities, reporting of information, and communication.
3. Typical Office Occupational curricula include:
   a. Stenographic, typing, filing, and related duties.

  b. Computing and accounting.
  c. Material, production, and recording
  d. Accounting, auditing, budget, and management analyst.
  e. Personnel and training administration.
  f. Miscellaneous clerical duties.
  g. Supervisor of office
  h. Management office facilitation.
  i. Data processing.

4. Clerical work is the largest field of employment for women. Technological advances are eliminating some office jobs but are creating many new ones also.
5. Typical Office Occupations (see transparency #1, page K-7, 8, for detailed list).
   NOTE: Use transparency #1 to develop this paragraph. Present occupations in sequence, uncovering occupations as discussed. Present major duties of each occupation.
6. Statistical information concerning Office Occupations.
   NOTE: If time is available, transparencies (developed from current publications) showing relationships of office occupations to other occupations, comparisons of average weekly earnings, breakdown of locally available office occupations, etc., should be shown at this time.

REVIEW:

1. What activities and responsibilities come under the category of Office Occuaptions?
   a. See items listed in paragraph 4.
2. List some of the types of machines used in office work.
   a. Calculating, duplicating, tabulating, billing, etc.
3. Compare the duties of the stenographer with those of a typist.
   a. The stenographer takes dictation. The typist only types from dictated recordings, rough draft, or other copy. Both jobs can include other general clerical work.

LESSONS 2,3: Research Problem of Office Occupations

OBJECTIVES:

To gain a thorough understanding of specific office occupations considered to be o of major importance to the high school graduate.

LEARNING EXPERIENCES:

1. Gaining knowledge by detailed research of a specific occupation.
2. Sharing the information developed from research with all class members.

TEACHING AIDS:

1. Viewgraph
2. Blank transparencies and grease pencils

ASSIGNMENTS AND PROJECTS:

Small group study of an assigned occupation during Lesson 2 with results of this study presented to the class during Lesson 3.

REFERENCES:

All references given in the bibliography are to be available during Lesson 2 so students can use them for research.

PRESENTATION (Conference, Practical work):

1. Divide class into following occupational groups:
    a. Secretary
    b. Stenographer
    c. Typist
    d. Receptionist
    e. File clerk
    f. Bookkeeper
    g. Cashier
    h. Bank teller
    i. Office machine operator

NOTE: In smaller classes, organize into fewer groups and assign occupations that are of primary interest to the class. Present summary of those occupations eliminated during Lesson 3.

2. Each group will appoint:
    a. A chairman to control discussion.
    b. A recorder to record and report information obtained to the class in next period.
3. Suggested outline of report (6 minute limit):
    a. Unusual duties
    b. Where job is found
    c. Number of workers
    d. Education and training

   - e. Special qualifications
   - f. Ways to enter field of work
   - g. Advancement opportunity
   - h. Hours per week
   - i. Earnings
   - j. Supply and demand

4. Allow 2 minutes for group appointments and allow remaining class time for research and study.
5. Student presentation of information gathered during research of assigned occuaption.
6. Teacher presentation of occupations not assigned (see note above).

REVIEW:

1. In which of the occupations discussed today do you feel the high school graduate usually starts an office occupations career?
   - a. Student opinion answer. Require him to explain his answer.
2. What are some of the duties of a bank teller?
   - a. Receives checking and savings deposits, receives loan payments, cashes checks, pays out withdrawals, makes change, records daily transactions and may sell savings bonds.

LESSONS 4,5: Additional Information on Office Occupations

OBJECTIVES:

1. To understand qualifications of certain office occupations and learn of training programs for developing these skills.
2. To gain information concerning office occupations from persons actively engaged in this type of work.

LEARNING EXPERIENCES:

1. Learning office training methods, program aids, and team work by viewing films and discussing information presented on these topics.
2. Gaining a better understanding of office occupations by listening to lecture and discussing requirements, qualifications, opportunities, earnings, and other factors that affect working conditions of an office occupation job.

TEACHING AIDS:

1. Movie projector and screen
2. Resource speaker

REFERENCES:

1. Kansas Job Guides, Kansas State Employment Service, Wichita, 1966.
2. Films
   a. Vocational Office Training
   b. Office Program Aids
   c. Office Teamwork

PRESENTATION (Films, lecture, question period):

1. Show the 3 films listed in references above. Introduce each film and discuss main points of each film after it is shown (this will conclude Lesson 4).
2. Presentation of "Office Occupations for Men and Women", outlined as follows:
   a. Specific job titles for men and women.
   b. Requirements and qualifications for entering the jobs.
   c. Employment prospects.
   d. Earnings.
   e. Characteristics of job.
   f. Trends in the office occupations (efforts of automation).
   g. Personalities of office workers.
   h. Aptitudes.
   i. Working conditions.
   j. Labor unions.
   k. Additional training after high school
      (1) One year courses
      (2) Two year courses
      (3) Three year courses

   NOTE: this presentation should be made if a qualified resource speaker is available. If one cannot be obtained, then the teacher can present these topics through a classroom discussion. A question - answer period should be conducted at the end of this lecture.

REVIEW:

1. Summarize the entire unit by covering high lights of each lesson.
2. Ask several students to express the most important factor(s) of the specific office occupation they are interested in. Require them to explain their answers.

Transparency #1

TYPICAL OFFICE OCCUPATIONS

1. Secretary, General
2. Secretary, Specialized
   a. Legal
   b. Medical or Dental
   c. Engineering
   d. Bilingual
   e. Others

3. Stenographer
4. Stenographer, Specialized
   a. Technical
   b. Public
   c. Court and Conference
   d. Others

5. Typist
6. Receptionist
7. File Clerk
8. Bookkeeper
9. Cashier
10. Bank Teller
11. Office Machine Operators
    a. Billing Machine
    b. Calculating Machine
    c. Duplicating Machine
    d. Mail Preparing and Handling
    e. Tabulating Machine
    f. Key Punch Operator

(Continued)

TYPICAL OFFICE OCCUPATIONS (Continued)

12. Electronic Computer Operators
    a. Coding Clerk
    b. Peripheral Equipment
    c. Console
    d. Tape Librarian

13. Medical or Dental Assistant

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1. Greenleaf, Walter J., Occupations and Careers, (Dallas: McGraw - Hill Book Company, 1955).
2. Murphy, James M., Handbook of Job Facts, (Chicago: Science Research Associates, Inc., 1963).
3. United States Department of Labor, Dictionary of Occupational Titles, Bureau of Employment Security, (Washington, D.C.: US Government Printing Office, 1964).
4. United States Department of Labor, Occupational Outlook Handbook, Bureau of Employment Security, (Washington, D.C.: US Government Printing Office, 1964).

PAMPHLETS

1. Brochures on Civil Service, State of Kansas Civil Service, Topeka, Kansas.
2. Can I Be An Office Worker, Public Relations Staff, General Motors, Detroit 2, Michigan.
3. Career Briefs (Series of) Careers, Largo, Florida.
4. Chronicle Occupational Briefs, Chronicle Guidance Publications, Inc., Monravia, New York.
5. Florida State Employment Service, Florida Job Information, "Office Occupation Panphlets," Tallahassee, Florida, 1960.
6. Kansas Job Guides, (Series of), Kansas State Employment Service, Wichita, Kansas, 1966.
7. How to Be a Secretary, Sperry Rand Corporation, 1951.
8. Job Guide for Young Workers, 1963 - 64 Edition, US Department of Labor, US Government Printing Office, 1964.
9. Should You be a __________?, Series of Career Pamphlets, New York Life Insurance Company.
10. The Modern Secretary, Royal McBee Corporation, 1955.
11. To Be or Not to Be a Certified Public Accountant, American Woman's Society of Certified Public Accountants, Chicago 4, Illinois.

UNIT L

HOME ECONOMICS OCCUPATIONS

UNIT OBJECTIVES:

1. To acquaint students with the different areas of home economics and home economic related occupations.
2. To create awareness of opportunities in home economic related occupations.
3. To learn opportunities in home economics and related occupations.
4. To understand that training in home economics serves a dual purpose for both sexes - preparation for marriage as well as a job.
5. To understand that there is a demand for men with special training in home economics as well as for women.

LESSON PLANS:

	class periods	pages
1. Introduction to Home Economics Occupations	1	L-2
2. Careers in Home Economics	2	L-5
3. Opportunities in Home Economics - Outside Speaker	1	L-7

TEACHING AIDS:

1. Handout of the College Program in Home Economics
2. Master for transparency of the seven major areas of home economics (L-10-13) and the job opportunities in each one(L-9).

BIBLIOGRAPHY. L-14

LESSON 1: Introduction to Home Economics Occupations

OBJECTIVES:

1. To learn some of the general areas of work in Home Economics.
2. To see home economics study as serving a dual purpose - job preparation and marriage preparation.
3. To gain specific knowledge about some areas of work in home economics.

LEARNING EXPERIENCES:

1. Research of home economics field.
2. Viewing and discussing a film.
3. Discussion of home economics occupations as open to both sexes.

TEACHING AIDS:

1. Film, "Professional Cooking", Mahnke Productions (11 minutes), "Take a Good Look", American Home Economics Association of Dietetics (30 minutes), or filmstrip "Double Feature for Your Future".

ASSIGNMENTS:

1. Ask each student to research the Handbook of Job Facts, Career Facts, and/ and/or Occupational Outlook Handbook for the following information regarding the occupations shown in the films:
   - a. Work performed.
   - b. Employment conditions.
   - c. Hours, wages, personal requirements.
   - d. Aptitudes and interests.
   - e. Training requirements.
   - f. Opportunities for promotion.
   - g. Employment outlook.

REFERENCES:

1. Murphy, James M., (comp.) Handbook of Job Facts, Science Research Associates, Inc., Chicago, Illinois, 1963.
2. Adams, Charles and Samaria Kinball, Career Facts, Palo Alto, Addison - Wesley Publishing Company, 1966.
3. US Department of Labor, Dictionary of Occupational Titles, US Printing Office, Washington, D.C.

PRESENTATION:

1. What is home economics?
    a. Home economics is concerned with improving home products, services, and activities. It is usually thought of in two ways.
        (1) First, for many it is an occupation or a profession.
        (2) For others, it is homemaking and related to marriage and family living.
2. Study of home economics thus serves a dual purpose. It prepares a person for marriage and for a job. Many of the same skills are necessary for both marriage and for a job.
    a. Selection, use and care of household appliances.
    b. Entertainment of guests.
    c. The ability to get along with others.
    d. Home decoration and home furnishings.
    e. Preparation of appetizing, healthful meals.
    f. Selection and care of clothing.
    g. Efficient management of the home.
    h. Care and guidance of children.
    i. Care of sick family members.
3. The professional home economist or someone employed in a related occupation is concerned with some aspect of the above. The economist's job may be seen as involving some aspect of the following duties:
    a. Develops, interprets, and applies principles of homemaking to promote health and welfare of individuals and families.
    b. Advises homemakers in selection and utilization of household equipment, food, and clothing, and interprets homemaker's need to manufacturers of household products.
    c. Writes advertising copy and articles of interest to homemakers, tests recipes, equipment, and new household products, conducts radio and television homemaker's programs, and performs other public relations and promotion work for business firms, newspapers, magazines, and radio and television stations. Advises individuals and families concerning budget and other home management problems.
    d. Teaches improved homemaking practices to homemakers and youths through educational programs, demonstrations, discussions and home visits.
    e. Engages in research in government, private industry, and colleges, and universities to explore family relations or child development develop new products for home, discover facts on foods or nutrition, and test serviceability of new materials.
4. Ask students to name as many occupations as they are able that can be considered under the heading of Home Economics. List these on a black board.
5. If the list is rather complete, note that there are many different kinds of occupations available and that they require many different skills and interests. If few are named, point out that home economics occupations are many and varied.

6. Home economics careers include the following broad areas:
   a. Teaching
   b. Extension Service
   c. Business
   d. Journalism
   e. Dietetics and Institutional Management
   f. Health and Welfare
   g. Research
7. The business area includes the following areas:
   a. Interior decoration
   b. Restaurant Management
   c. Foods and Equipment Demonstration
   d. Clothing Retailing, wholesale and manufacturing
   e. Textiles, Foods, Nutrition Research
8. All of the above areas of home economics are open to both sexes, and are open as professional or non - professional careers.
9. To show that both sexes can be employed in home economics, ask the students if they realize that most chefs are men. Financial rewards as well as gratifying personal rewards for chefs can be great. Some of them make as much as $30,000 yearly.
10. Show film "Professional Cooking" (see Teaching Aids, page 2). This film reveals career opportunities in food preparation. Emphasis is placed on the economic worth of all the kitchen "stations" from the lowliest to that of the chef. Instead of this film, another from the Teaching Aids on on page 2 may be shown.
11. Discuss film. Did it help students realize the type of work available in the foods area of home economics?
12. Ask the students to find the following information in the Handbood of Job Facts , Career Facts, or Occupational Outlook Handbook, (see References, page 2) regarding chefs and other foods workers in the film.
   a. Work performed
   b. Employment conditions
   c. Hours, wages, personal requirements
   d. Aptitudes and interests
   e. Training requirements
   f. Opportunities for promotion
   g. Employment future
13. Note that many of these jobs do not require a college degree. Example: chef, kitchen manager.

SUMMARY:

1. What are the major fields of home economics, see paragraph 6, above.
2. In what ways does the study of home economics prepare a person for a job? For marriage?
3. Are men working in home economics occupations?

LESSON 2: Careers in Home Economics

OBJECTIVES:

1. To learn career opportunities in home economics occupations.
2. To see home economics careers in terms of the student's own interest and personality.

LEARNING EXPERIENCES:

1. Viewing and discussing a film on home economics occupations.
2. Evaluating home economics occupations by student guidelines of vocational objectives.

TEACHING AIDS:

1. Film, "Home Economics Occupations", Winfield High School (one hour).
2. Transparency of the seven major areas of home economics and the job opportunities in each one.

ASSIGNMENTS:

1. See PRESENTATION, item number 3 on page 6.

REFERENCES:

1. Adams, Charles and Samaria Kimball, Career Facts, Addison - Wesley Publishing Company, Palo Alto, 1966.
2. Hall, Olive A., Home Economics, Careers and Homemaking, John Wiley and Sons, Inc., New York, 1958, pp. 64 - 75.
3. Murphy, James M. (comp.) Handbook of Job Facts, Science Research Associates, Inc., Chicago, Illinois, 1963.
4. US Department of Labor, Dictionary of Occupational Titles, US Printing Office, Washington, D.C.

PRESENTATION:

1. Show film, "Home Economics Occupations" (see Teaching Aids above).
2. Show the transparency of the seven major areas of home economics and the job opportunities in each one, pages 10 - 13. Tell briefly where a person employed in these fields might work and what his general duties might be. Explain that many of the professional occupations have related jobs which do not require college degrees. Example: model, salesperson, tailor, waitress, cook, etc. Handout information on college programs in

home economics, page 9.

3. Ask each student to choose one of these occupations that interests him. Suggest that he consider the following statements before he does research on his chosen occupation. He may then look through the books listed under References on page 5 and other books on home economics careers in the school library for further information regarding the occupation he has chosen.
    a. Salary
        (1) What is the starting salary of this position?
        (2) What is the salary of this position after 10 years experience?
        (3) Are benefits such as life insurance or hospitalization available?
    b. Working conditions
        (1) What are the working hours of this position - 5 day week, daylight work hours, evening, holidays, weekends?
        (2) Is the setting in which the job is performed noisy or quiet?
        (3) Does the job entail pressure to work quickly or to meet deadlines?
        (4) Does the position confine the worker to one spot or does it require a certain freedom of movement?
    c. Work with people
        (1) Does the position require contact with other people?
        (2) With what age group does the position require contact?
        (3) Is the position supervised closely or does it require independent work to a large extent?
        (4) With what types of people does this job come in contact?
    d. Where is the job available?
        (1) What is the size of the community in which the job is available - large or small?
        (2) Does this position require a move from your present location?
    e. The personality of the worker
        (1) What personality characteristics does this job require? ordliness and accuracy? creativity? ability to follow directions?
        (2) Does this position require the ability to cooperate closely with other people?
    f. Worker satisfactions
        (1) Is the job personally satisfying?
        (2) Does the job fit in with personal and family needs? Would it support or combine with a marriage?
        (3) Does it provide security?
        (4) Is the job less than ideal but somewhat attractive in that it allows an opportunity for training and acquiring basic skills which will lead to advancement?

SUMMARY:

1. What facts should be learned about home economics careers?
    a. salary

   b. working conditions
   c. contact with people
   d. personal characteristics required
   e. personal satisfactions
2. What are the seven main areas of home economics?

LESSON 3: Opportunities in Home Economics - Outside Speaker

OBJECTIVES:

1. To gain information from a person currently working in the home economics field.

LEARNING EXPERIENCES:

1. Listening to and questioning the resource speaker.

TEACHING AIDS:

1. Resource speaker. Any person representing one of the various home economics specialities might be chosen. Example - extension worker from Kansas State University, interior decorator from a department store, or a dietician from a local hospital or institution.

ASSIGNMENTS:

None

REFERENCES:

None

PRESENTATION:

1. Introduction of speaker.
2. The talk should include the following information:
   a. Nature of the job
   b. Contacts with other people provided by job
   c. Entry requirements
   d. Training or education required

   - e. Working conditions
   - f. Salaries
   - g. Opportunities for advancement
3. The talk should be 20 - 30 minutes in length.
4. After the speaker's talk allow 10 - 15 minutes for a question - answer period.

HOME ECONOMICS

A college program in Home Economics combines a liberal and a professional education which will help prepare the student for marriage, homemaking, and citizenship as well as a profession. With increasing demand for graduates in all fields of Home Economics, students have a choice of good paying positions which are interesting and challenging. They also offer more opportunity for advancement than most positions open to women.

A large percent of our total national business is devoted to designing, manufacturing, and selling products and supplies for use in the home, or providing home - like services in public places. As these goods and services increase there is more demand for professional workers to help the homemaker either directly or indirectly to make use of these goods and services in the best interest of her family. In order to provide the best possible education for these professional workers, Home Economics at the University of Missouri is organized into five divisions: (1) Child Development and Family Life, (2) Food and Nutrition, (3) Home Management and Family Economics, (4) Interior Design, (5) Textiles and Clothing.

Some positions require working with the public at different ages and income levels. There are other positions for those who prefer to work in laboratories or even at home.

Advancement in all of these positions depends on initiative, ability and personal qualifications. Poise and confidence can be developed by taking advantage of all opportunities to appear or talk before groups of people. Communication or manual skills will be an asset in all Home Economics fields.

I. Child Development and Family Life

Job Opportunities:

A. Young Children and Their Parents

-private nursery school
-nursery school for exceptional children
-Mental Health Department and State Health Department
-work in Settlement Group

B. Youth

-elementary school with emphasis on family life
-director with Camp Fire Girls or Girl Scouts
-operating a nursery as a laboratory for high school and college students.

C. Adults

-marriage and family counseling
-County Extension work
-State Extension specialist
-college teaching
-research

II. Clothing and Textiles

Job Opportunities

A. Clothing and Design

-fashion promotion
-apparel designing
-fashion illustration
-teaching
-extension specialist

b. Merchandising

-buying
-fashion coordinator
-sales promotion
-personnel training

C. Textiles

- -testing
- -research
- -consumer education
- -teaching

III. Extension

Job Opportunities

- -county home agents who work with families and groups
- -4 - H agents
- -subject matter specialists
- -Home Economics Extension Editors
- -Home Economist, Marketing
- -supervisors
- -state leaders

IV. Food and Nutrition

Job Opportunities

A. Foods

- -assistantships and fellowships in college teaching and research
- -research work with food and equipment companies
- -demonstration work with government or commercial companies
- -home service work with utility companies
- -television and radio work

B. Nutrition

- -assistantships and fellowships in college teaching and research
- -research work in laboratories in industry and educational institutions
- -hospital dietitian in public, private and armed forces, veterans and US Public Health Hospitals
- -dietitian in hotels and restaurants
- -industrial feeding
- -school lunch programs
- -nutritionist with city, state and federal government
- -teaching in industry, commercial organizations, hospitals
- -food and food service equipment companies

C. Foods and Nutrition

-assistantships and fellowships in college teaching and research
-research work in laboratories in industry and educational institutions
-food and food service equipment

V. Interior Design

Job Opportunities

-interior decorator
-interior designer
-office manager in interior decoration of home furnishings division
-drapery designer
-coordinator in home furnishings division
-head of interior decoration department in studio or store
-interior decoration consultant
-junior interior decorator
-salesman for a home furnishings manufacturer
-teaching
-extension specialist

VI. Home Economics Journalism

Job Opportunities

A. Business

-editing
-feature writing
-photography
-advertising
-designing lay - outs for trade journals
-magazines or newspapers for all fields

B. Education

-editing
-feature writing and photography
-bulletins
-flyers
-news releases
-public relations

- -radio
- -television for college, universities, and government agencies

C. Self - Employed

- -free lance
- -feature writing
- -photography
- -radio
- -television

VII. Home Management and Family Economics

Job Opportunities

A. Business

- -utility product or equipment companies
- -home service director
- -demonstrators
- -lecturer
- -testing laboratory work
- -survey work
- -radio and television
- -consultant
- -writer

B. Education

- -testing
- -research
- -teaching
- -surveys
- -extension

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BOOKS

Adams, Charles and Samaria Kinball, Career Facts, (Palo Alto: Addison - Wesley Publishing Company, 1966).

Greenleaf, Walter J., Occupations and Careers, (Chicago: McGraw - Hill Book Company, 1955).

Hall, Olive A., Home Economics Careers and Homemaking, (New York: John Wiley and Sons, Inc., 1958).

Kupsinel, Penelope E., Home Economics Related Occupations, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964).

Murphy, James M., Handbook of Job Facts, (Chicago: Science Research Associates, 1963).

National Health Council, Health Careers Guidebook, (New York: National Health Council, 1955).

US Department of Labor, Dictionary of Occupational Titles, (Washington, D.C.: US Government Printing Office).

US Department of Labor, Occupational Outlook Handbook, (Washington, D.C.: US Government Printing Office, 1961).

University of Missouri College of Agriculture, Careers in Agriculture, Forestry, Veterinary Medicine, Home Economics, (1963).

PAMPHLETS

Pamphlets are available from the following sources:

1. American Home Economics Association, Washington, D.C.
2. American Public Health Association, Washington, D.C.
3. American Vocational Association, Washington, D.C.
4. Careers, Largo, Florida
5. Chronicle Guidance Publications, New York
6. Florida Job Information, Florida State Employment Service, Tallahassee, Florida.
7. Kansas State Employment Service, Kansas Job Guide, 402 East 2nd Street, Wichita, Kansas
8. Kansas State University Extension Service, Manhattan, Kansas
9. US Department of Labor, Women's Bureau, Home Economics Occupational Series, Washington, D.C.: US Government Printing Office.

FILMS

1. "Double Feature for Your Future"
2. "Home Economics Occupations", Winfield High School
3. "Professional Cooking", Mahnke Productions
4. "Take a Good Look", American Home Economics Association of Dietetics

UNIT M

ECONOMIC CONCERNS

UNIT OBJECTIVES:

1. To help the student understand some economic concerns that will be of importance to him as an employee and that will require his attention as a responsible citizen.

UNIT CONTENTS: (14 periods)

		periods	page
1.	Insurance	1-5	M-2
2.	Taxation	6-8	M-5
3.	Federal Income Tax	9-11	M-9
4.	Investments & Business Or Organizations	12-14	M-11
5.	Teaching Aids		M-5b,15b
6.	Student handout		M-17
7.	Bibliography		M-18

LESSONS 1 - 5: Insurance

OBJECTIVES:

1. To provide the student with a basic knowledge of life, health, property, automobile, and personal liability insurances.
2. To help the student understand the types of insurance available, the purposes of each type and the basic principles of rates and risk classification.
3. To guide the student in applying the variable factors of several types of insurance in determining premium rates.
4. To help the student understand the state Financial Responsibility Law.

LEARNING EXPERIENCES (MOTIVATION):

1. Gaining general knowledge, through discussion, of each type insurance presented in this lesson.
2. Formulating an appreciation of protection offered by each type insurance by solving problems (place each student in a hypothetical situation, similar to one he could very easily be in within the next several years and require him to determine insurance requirements and to recommend insurance to be purchased).
3. Understanding benefits available, restrictive factors, and various purposes of each type insurance by reading, listening to experts, class discussions and asking questions. (Encourage students to bring questions concerning insurance from home.)
4. Determining personal insurance requirements by application of information and principles presented in this class.

TEACHING AIDS:

1. Student handout (page 17) is to be distributed several days prior to this class.
2. A local insurance agent can be asked to give a talk on insurance but the topics and scope of his talk should be specific so it will correspond to this lesson.

REFERENCES:

1. Pamphlet: "Blue Print for Tomorrow", Educational Division, Institute of Life Insurance, 1959.
2. Pamphlet: "The Search for Economic Security", Institute of Life Insurance, 1965.
3. Film: Property Insurance and Personal Liability.
4. Managing Insurance and Personal Finance, textbook for U.S. Military Academy, The Stackpole Company, Harrisburg, Pa.

PRESENTATION: (Lecture and conference)

1. Introduction of Economic Concerns and the insurance periods of instruction.
2. Insurance in risk-sharing.
3. Discuss terminology used in insurance (policyholder, insured, underwriters, insurer, policy, hazard, risk, peril, premium, coverage, contract, beneficiary, agent, etc.).
4. Life insurance
    a. Purchased as protection against loss of family income or purchased as a savings.
    b. Three forms (ordinary, industrial, or group) according to source.
    c. Procedures in purchasing.
    d. Four basic types of life insurance (Term, Straight life, Limited Payment Life and Endowment).
    e. How Life Insurance works:
        (1) Mortality tables, rate determinations
        (2) Contract
        (3) Beneficiary
        (4) Benefits (Disability, Living)
        (5) Investment of funds

NOTE: Simple problems on insurance may be presented at any time to help the student understand the principles being taught. "Blue-Print for Tomorrow" (Bibliography pamphlet reference number 1), has numerous such problems.

5. Health insurance.
    a. Purchased to protect the individual and his family from losses caused by accident or illness.
    b. Types of organizations providing health insurance (insurance companies, Blue Cross/ Blue Shield, unions, fraternal orders, large corporations).
    c. Types of policies available
        (1) Hospital expenses
        (2) Surgical expenses
        (3) General medical expenses
        (4) Major medical expenses
        (5) Loss of income
    d. Purchasing procedures to include rate determinations.
6. Property insurance.
    a. Coverages available (loss or damage on a building, contents of building, fire, windstorm, hail, water, other perils, theft, liability, medical).
    b. Factors which effect premium rates:
        (1) Location (in states, city limits, suburban, rural)
        (2) Age of building, value, type construction, roof materials.
        (3) Distance from water supply
        (4) Loss deductable clause
    c. Methods of paying premium.
    d. Insuring contents of building.
    e. Comprehensive personal liability (Bodily injury and property damage).
    f. Additional living expense.

    g. Medical payments.
    h. Physical damage to property of others.
7. Automobile Insurance
    a. Purchased to protect the owner of an automobile from financial loss should his automobile be damaged or destroyed and should he be sued for injuries and damages caused by his automobile.
    b. Types of coverage available.
        (1) Bodily injury liability
        (2) Property damage liability
        (3) Comprehensive and personal effects
        (4) Collision
        (5) Automobile, fire, theft, tornado losses
        (6) Medical payments
        (7) Uninsured motorists
    c. Factors which affect cost of automobile insurance:
        (1) Location of automobile
        (2) How the automobile is used (business, pleasure)
        (3) Cost, type, age, horsepower of automobile
        (4) Age of operators
        (5) Driving record of operators
        (6) The type and amounts of coverage desired
    d. Procedures for purchasing policy and methods of premium payment.
    e. Kansas financial responsibility law for automobile insurance.
8. Personal Liability Insurance
    a. Needed primarily when policy holder is also homeowner or he owns a substantial amount of property, savings, stocks and bonds, etc.
    b. Can be included in homeowners policy or purchased as a separate policy.
    c. Head of a household is liable for actions of any member of his household to include pets.
    d. Phenomenon of liability insurance - a large increase in protection can be purchased for a very small increase in premiums.

SUMMARY:

1. Review purposes of each type insurance presented in this block of instruction.
2. Ask students to define several important terms used in discussing insurance.
3. Question: What are two reasons for purchasing life insurance?
    a. To protect against family income losses and to provide savings.
4. Question: List several types of health insurance policies available.
    a. Hospital expenses, surgical expenses, general medical espenses and loss of income.
5. Question: In your opinion, should automobile insurance be carried by all car owners?

   a. Yes, it should be, but allow student to give his reasons for his answer. Discuss in class.

6. Question: How does a homeowners policy differ from other types of insurance?
   a. It protects a very large investment of the policy holder from loss or damage. Cost of premium depends greatly on location and type of local government protection provided. Numerous coverages are available in a homeowners policy in addition to loss of property (such as medical payments, liability insurance, additional living expense, etc.)

LESSONS 6-8: Taxation

OBJECTIVES:

1. To understant the principles of taxation as they apply to supporting our types of government.
2. To understand the taxes of most importance to out State and local governments.
3. To understand the procedures followed in determining property tax.
4. To learn the procedures of determining a tax levy.

LEARNING EXPERIENCES (MOTIVATION):

1. Gaining a general knowledge of terminology used in taxation (opening minutes of this period are outlined as a question - answer session to stimulate student interest in this topic).
2. Understanding how tax money is used by state and local governments and how the taxpayer benefits from this spending.
3. Learning how tax levys are determined and the basis of property evaluation.
4. Determining the property tax on hypothetical property by applying principles learned in the class.
5. Gaining an appreciation of costs required to operate the school and county government by hearing talks presented by qualified personnel in these respective areas.

TEACHING AIDS:

1. Student Handout (Page M- 17)
2. Invite school business manager to present talk on school district budget.
3. Invite county clerk to present talk on the county tax revenues, the tax basis, and county expenditures.

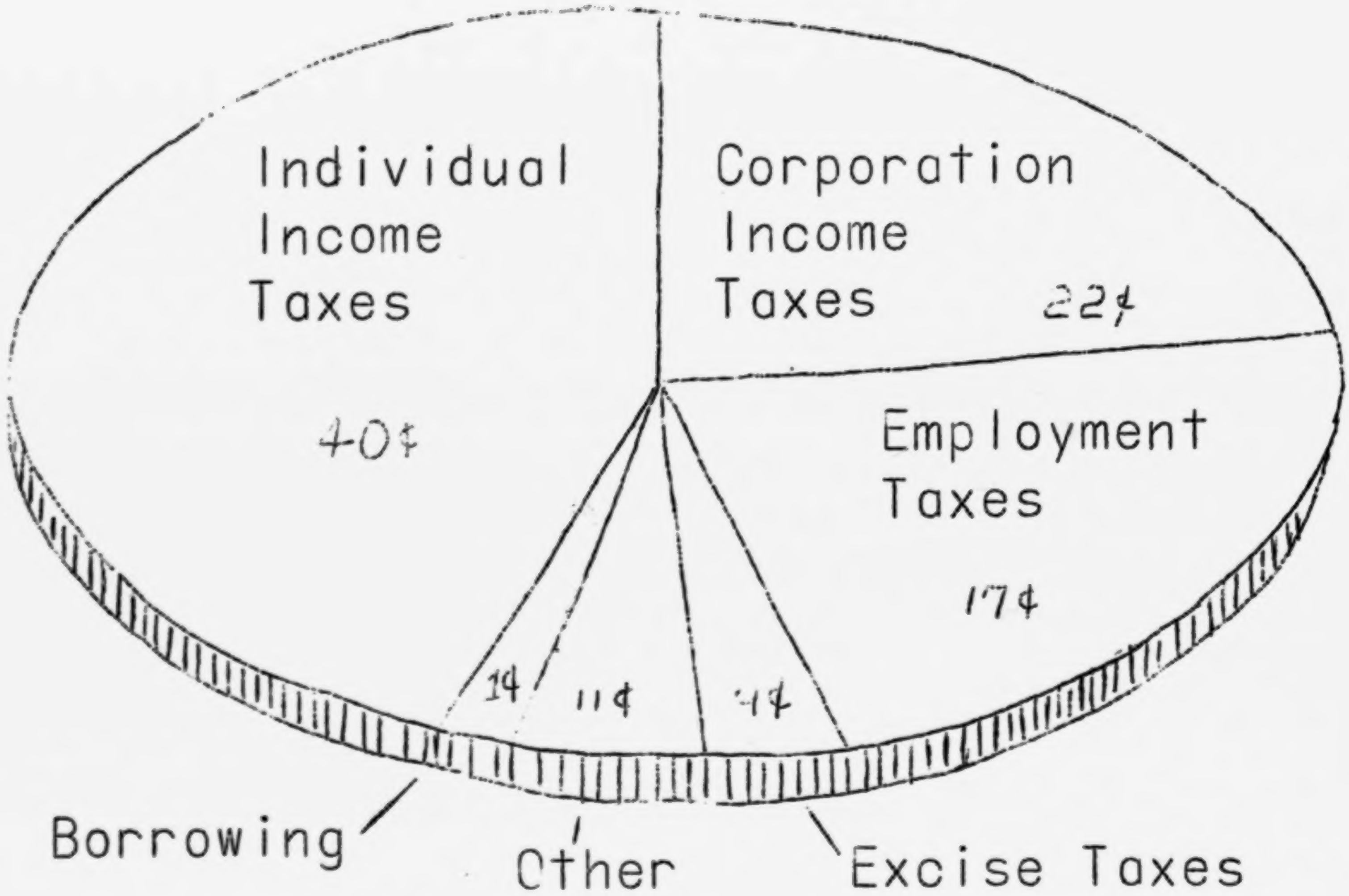
ASSIGNMENTS AND PROJECTS:

1. Have students read taxation section of handout prior to first class.

TRAINING AIDS:

(Federal Income tax, Lessons 9 - 11, Paragraph 2)

Transparency # 1



THE GOVERNMENT DOLLAR-

WHERE IT CAME FROM - FISCAL YEAR 1967

2. Have students prepare list of typical budget items necessary for the operation of his school, for hand in prior to school manager talk.
3. Have students submit paper prior to county clerk talk listing items taxed for county revenue and some of the normal expenses that the county has.
4. After period on tax basis, have students determine tax on a piece of hypothetical property.

REFERENCES:

1. Kansas Income Tax Instructions,State of Kansas, Department of Revenue, 1967. 4 pp.
2. County and/or city budget and recent financial statement.
3. Films:
    a. The American Tax System
    b. The Web of Taxes

PRESENTATION:

1. Introduction - Terminology necessary to understand taxation is to be defined as brought up in this discussion and throughout the lesson.
    a. Why do we have to pay taxes? Our governments require us to pay taxes by law.
    b. Why do our governments require us to pay taxes? To provide revenue for conducting their functions and for meeting their obligations.
    c. What other sources of revenue do our governments have? Borrowing and receipts from government property or business but, these sources provide very little revenue so taxation is the most important source.
    d. It seems taxes are always being raised. Why do our governments require so much revenue? Because we citizens require these governments to perform for us a vast and varied list of services that are ever on the increase.
    e. What are some of the services provided by our Federal government. (Defense, conservation, law making) State government? (Highways, education, employment bureau). Local government? (Police, fire protection, schools, roads).
    f. In our life - time taxes are sure to continue and we will have to endure them. Therefore, what is the most desireable tax? What characteristics make a "good" tax? The student is not expected to know the answers to these questions at this time, but in discussing this lesson the answers will be given.

NOTE: The two films, "The Web of Taxes", and "The American Tax System", should be shown early in this period of instruction, with the first one shown at this time.

2. The three governmental levels supported by taxes and important sources of revenue for each.

a. Federal - individual and corporate income taxes (Federal income tax will be discussed in the next lesson)
b. State - sales, motor fuel, income and property taxes
c. Local as county, township, city or school district -- property and income taxes.

3. Principles of taxation
  a. Two general theories of a "fair" or "good" tax.
    (1) The citizen contributes in accordance with his ability to pay.
    (2) The citizen contributes in accordance with benefits which he receives.
  b. The generally accepted principle at the present time is in accordance with ability to pay. Three procedures for taxation under this principle are:
    (1) Proportional tax where all taxpayers are assessed at the same rate regardless of income.
    (2) Progressive tax where the rate increases as the income increases.
    (3) Regressive tax where the rate is higher for the lower income than for the higher income
  c. Any single tax to support a government is underirable as it exploits too heavily one type of ability and fails to reach others that may be available.
  d. SUMMARY: A "good" taxation system taxes the taxpayers' contribution in relation to benefits received. Revenue of [illegible] this system is obtained from more than one type of tax so as to distribute the burden throughout the population and business concerned. Tax systems must constantly be reviewed and revisions made adjusting to the changing economic concerns of the community.

4. Income and property taxes are the most common type an individual pays directly to the government. Other taxes are usually included in the purchase price of an item the taxpayer buys. The retail sales tax provides the state with the greatest amount of revenue.

5, State Income Tax.
  a. Citizens and business responsibilities in reporting.
  b, Procedures for paying.
  c. Compare with Federal Income Tax.

6. Property tax - One of oldest and most widely used forms of taxation.
  a, Paid to county who makes distribution to other governments and agencies. A typical Kansas city, county tax dollar distribution is shown below. Each dollar collected for property owned in the city was distributed as follows:
    (1) To State ---------------- 1¢
    (2) To County ---------------- 35¢
    (3) To City ----------------- 32¢
    (4) To Board of Education ---- 32¢
  (From Junction City, Kansas Annual Report for 1966)
  b, Where property tax dollar comes from.
    (1) Real Property - land and holdings
    (2) Personal property - all other types
  c. Taxes levied according to property assessed value - estimate based on appraisal of property by a qualified

individual or it is a book value determined by the supply and demand of the item.

- d. Real property is placed on tax rolls in Kansas at 30% of appraised value ($10,000 appraised value property is listed for taxing as $3,000).
- e. Tax Levy - based upon so many dollars of tax per thousand dollars of assessed value.
  - (1) Determined by the governments concerned based on their needs as shown by a budget. Other sources of income are subtracted from the total budget requirements to show the amount of revenue that must be collected from these taxes.
  - (2) The total assessed value of property is divided into the amount of tax revenue needed. This quotient is the mill levy.
  - (3) In some cases the levy has to be approved by the voters in an election.
- f. Methods of paying property tax.
  - (1) Directly at the county courthouse.
  - (2) By mortgage companies from mortgage.

7. Some benefits provided from tax dollar.
   - a. Junction City, cited above, provided in part the fpllowing services: Police, sanitation, street lighting, sewer system, fire department, and general government (election, city administration, auditorium, etc.
   - b. Geary county, from above example, expended tax dollars for the following services and obligations: General expenses, road and bridges, welfare, agricultural extension council, bond and interest, hospital, school foundation, etc.

REVIEW:

1. Review main principles of taxation.
2. Questions to be discussed.
   - a. What taxes are paid directly to a government and what is their importance?
     ANSWER: Income and property taxes. Income tax is an important source of revenue to Federal, State and some cities. Property tax provides greatest amount of revenue for local governments.
   - b. Describe a "fair" tax and give examples.
     ANSWER: A tax that is levied according to the taxpayers ability to pay and recognizes benefits the taxpayer receives from revenue expenditures. Property tax spent for city improvements. Gasoline tax spent for improving roads and bridges.
   - c. What is a mill levy and how can a taxpayer use it?
     ANSWER: The ratio of tax revenue needed for a period of time to the assessed value of property being taxed. Expressed in a fixed number which can be applied to the taxable value of any assessed property to determine the amount of tax that must be paid for that period of time.
   - d. List some benefits the county provides the taxpayer.

ANSWER: Student provide some from list discussed in County Clerk class.

LESSONS 9-11: Federal Income Tax

OBJECTIVES:

1. To learn of important Federal benefits to U.S. citizens as a result of Federal Income Tax.
2. To understand on general terms our U.S. Tax System and information concerning the Federal budget.
3. To gain a knowledge of Federal income tax forms available for the proper filing of a tax return.

LEARNING EXPERIENCES:

1. Gaining a knowledge of the Federal tax system, where revenue comes from and how revenue is spent by studying and discussing these topics in class.
2. Gaining a practical knowledge of selecting the proper tax forms and completing them in preparing a tax return by working out sample income tax problems.

TEACHING AIDS:

1. Viewgraph
2. Transparencies #1 and #2
3. Federal Income Tax Forms

ASSIGNMENTS AND PROJECTS:

1. Have students gather information needed to fill out each commonly used income tax schedule.n This information is to be used in working out sample schedules in the class room.
2. Work out a complete hypothetical income tax return during the last period of the class from data given by the teacher.

REFERENCES:

1. Understanding Taxes, Publication No. 21, A teaching Taxes Program, U.S. Treasury Department, Internal Revenue Service, (Washington, D.C.: U.S. Government Printing Office, 1967); 28 pp.
2. Federal Taxes, American Federation of Labor and Congress of Industrial Organizations (Washington, D.C.: AFL - CIO Publication No. 108, 1960), pp 13-55.
3. Federal Income Tax Forms for 1967, U. S. Treasury Department, Internal Revenue Service (Washington, D.C. : U.S. Government Printing Office, 1967.

PRESENTATION:

1. Citizen benefits from Federal Income Taxes:
    a. Armed services and National Defense.
    b. Food and Drugs Standards controls.
    c. Research in health and agriculture.
    d. Relations with other countries.
    e. Peace Corps and International Development.
    f. Highways, parks, wild life refuges, and conservation areas.
    g. Assistance for aged, unemployed and medical care.
2. Income to finance above functions derived from following sources: (Show transparency # 1, Page M-5b)
    a. Income taxes.
    b. Corporation taxes.
    c. Employment taxes
    d. Excise taxes
    e. Borrowing.
    f. Other.
3. History of National Taxes

    NOTE: This paragraph may be omitted if time is limited.

    a. Early taxation.
    b. Taxes for War of 1812.
    c. Civil War - Tax System (Including Nation's first income tax).
    d. Late 1800's.
    e. The 16th. Amendment and World War I.
    f. Depression years.
    g. Recent times.
4. Taxes and Federal Budget.
    a. Define Federal Budget.
    b. Congressional action on proposed budget.
    c. Budget for FY 1967 (Show transparency #2).
5. General Tax Rules.
    a. Based on self - assessment and voluntary compliance.
    b. Persons who must file return.

    NOTE: Simple question - problems are given in reference 1 above which can be used throughout this lesson to help the student understand principles and procedures and to gain learning experience in completing the various forms.
6. Social Security account.
    a. Purpose, use.
    b. Application procedure
7. Employee withholding exemption certificate.
8. Wage and tax withholding.
    a. Statement.
    b. Description.
    c. Use.
9. Income Tax forms available.
10. Use of Form 1040 A.
    a. When used.
    b. Filling form out.
    c. Using tax table.
    d. Determining tax.

NOTE: Two problems should be talked through with the 1040 A Form. One for income less than $5,000, and one for income more than $15,000. (Sample problem on page 11 of Reference 1 above provides excellent situation for letter.)

11. Itemized deductions vs standard deductions.
    a. Standard deduction allowances.
    b. Information needed for itemized deductions.
12. Joint return or seperate returns.
13. Use of form 1040.
    a. Completing heading, exemptions and reporting wages.
    b. Other income and adjustments.
    c. Deductions.
    d. Determining tax, tax credit and payments.
    e. Signing form.
14. Additional detailed information.
    a. Records required.
    b. Filing return.
    c. Taxable and nontaxable income.
    d. Business expenses.
    e. Itemized deduction.
    f. Exemptions.
    g. Special computations.
15. Sample problems (at least one comprehensive problem) should be worked out by the students during the last hours of this lesson.

REVIEW:

1. What is the Federal Budget?
    a. A financial plan which includes the program of action proposed by the President to meet the Nation's needs for a given year. It contains estimates of revenues and expenditures.
2. If you earned less than $600. during a year and income tax was withheld by your employer on the wages you were paid, how do you get a refund?
    a. File an income tax return when due for that year showing that income was less than minimum amount required to pay tax and a refund will be made.
3. What is the Form W-2 and how is it used?
    a. The W-2 reports the wages paid subject to withholding, the amount of income tax withheld, and the amount of F.I.C.A. employee tax withheld.

LESSONS 12-14: Investments and Business Organizations.

OBJECTIVES:

1. To understand the importance of savings and the relationship between investments and savings.
2. To examine and compare some of the opportunities for investment.
3. To understand the basic principles of investments.
4. To understand how an investment program can be established.

5. To understnad that most individual investments are affected by normal business cycles.
6. To develop a general knowledge of the organization and structure of a corporation.

LEARNING EXPERIENCES:

1. Gaining a general knowledge of terminology used in savings and investments through the discussion of these topics.
2. Learning the various opportunities available for investing money and understanding advantages and disadvantages of each.
3. Learning how to apply the principles of investment in developing a personal investment program.
4. Understanding the relationship between the business cycle and investments.
5. Studying the structure and organization of a corporation with emphasis on the stockholder aspect.

TEACHING AIDS:

1. Schedule an official from a local bank or savings & loan company to talk on investments.
2. View and discuss film: "Investment Program for the Small Investor".

ASSIGNMENTS AND PROJECTS:

1. Read and study investment section of student manual.
2. Have students follow stock market reports in the newspaper for a certain period of time. Require one student to summarize the daily report at the beginning of each class.
3. Have students draw up organization chart of a corporation.

REFERENCES:

1. Stanley D. Ryals & E.C. Harwood, How to Invest Wisely,American Institute for Economic Research, (Pittsfield, Mass: The Ben Franklin Press Inc, 1954).
2. E. Stanley Grant, Lifetime Investing for Security and Growth, (New York: Exposition Press Inc., 1959) pp. 24 - 43.
3. Joseph H. Bonneville, Lloyd E. Dewey & Harry M. Kelly, Organizing and Financing Business, (Cliffs, N. J.: Prentice-Hall Inc., 1959), pp. 55 - 71.
4. Theodore J. Siefaff and John W. Aberle, Introduction to Business, (Belmont, Calif: Wadsworth Publishing Company, 1963), pp 27-54.

5. "Investment Program for the Small Investor", Film.

PRESENTATION:

1. The importance of savings to a worker and his family.
    a. To take care of emergencies.
    b. To have funds available for investing.
    c. To supplement retirement income.
2. Investment as a savings.
    a. Definition: An investment is a purchase from which financial gain is expected.
    b. Discuss advantages and disadvantages of investing as a means of savings.
3. Types of investments available (compare merits, risk factors, accessability of investment, participation of investor to influence refund, etc., as each type of investment is discussed).
    a. Savings deposit.
    b. Savings and loan companies.
    c. Federal securities - savings bonds.
    d. Corporate stocks - preferred and common.
    e. Corporate, state and principle bonds.
    f. Mutual funds.
    g. Real estate.
    h. Private business.

NOTE: Showing of the film, "Investment Program for the Small Investor" is recommended at this time.

4. Investment program objective.
5. Factors which influence an investment program.
    a. Age and health of person investing.
    b. Present and future earnings.
    c. Size of family.
    d. Life insurance.
    e. Present and future standard of living.
    f. Emergency funds available.
    g. Amount of money available for investing.
    h. Anticipated retirement requirements.
6. Basic principles of investments.
    a. Security - investment should be secure from loss.
    b. Stability - investment should provide a consistant amount of income with regularity.
    c. An increase in value of investment is passed on to the investor.
    d. Marketability - purchase or sale of investment can be made quickly.
    e. Diversification - investments made in different areas to reduce risk from loss.
7. Steps in establishing and maintaining a sound investment program.
    a. Read, study, seek expert advice, and deal with responsible firms and trustworthy individuals. Many excellent books are available on investments.

   b. Determine objective of program.
   c. Purchase investments that best meet requirements.
   d. Be consistant in keeping up with the program.
   e. Constantly review and revise program to meet changing needs.
8. Business cycle influence on individual investments.
9. Main types of business organizations and some characteristics.
   a. Proprietorship.
      (1) Advantages - ease of organizing and dissolving, owner makes all decisions and receives all profits, tax rates are lower than other type businesses, fewer government regulations and owner personal satisfaction.
      (2) Disadvantages - risk to owner, all phases of management depend on one person, business subject to dissolve should anything happen to owner, and difficulty (obtaining capital and providing management) of expanding.
   b. Partnership.
      (1) Advantages - capital and knowledge of two or more persons available, credit standing larger than in proprietorship, and less government control and taxes than corporation.
      (2) Disadvantages - legal liability of partners, differences of opinion, loss of one partner dissolves business, and invested capital not readily available for other purposes.
   c. Corporation.
      (1) Advantages - Liability of owners, stability of operations in case of changing ownership, functional operations, easy to obtain additional capital.
      (2) Disadvantages - greater taxes than in other type businesses, government restrictions, requires time, money, and qualified personnel to organize, relationship between work and employer and owners (stock holders) don't usually have much say in the conduct of the business.
10. Organization of a corporation.
   a. Stock holders - owners.
   b. Board of Directors - Make policy.
   c. Elected officers - manage and carry out policy.
   d. Directors - head managers of major areas.
   e. Managers and supervisors - manage and direct supervisors or workmen.
   f. Workmen - conduct the corporation work.

REVIEW: Review main points of investments and corporations by asking questions such as:
   a. What is an investment? It is a purchase from which some sort of financial gain is expected.
   b. List three common types of investments. Savings bonds, stocks, corporation bonds, mutual funds, real estate, or business enterprise.
   c. In selecting a type of investment, what is the most important consideration? The objective of the individuals investment program.

d. Describe the steps followed in establishing an investment program. (1) be informed, (2) determine objectives, (3) invest wisely, (4) perserverance, and (5) revise as required.

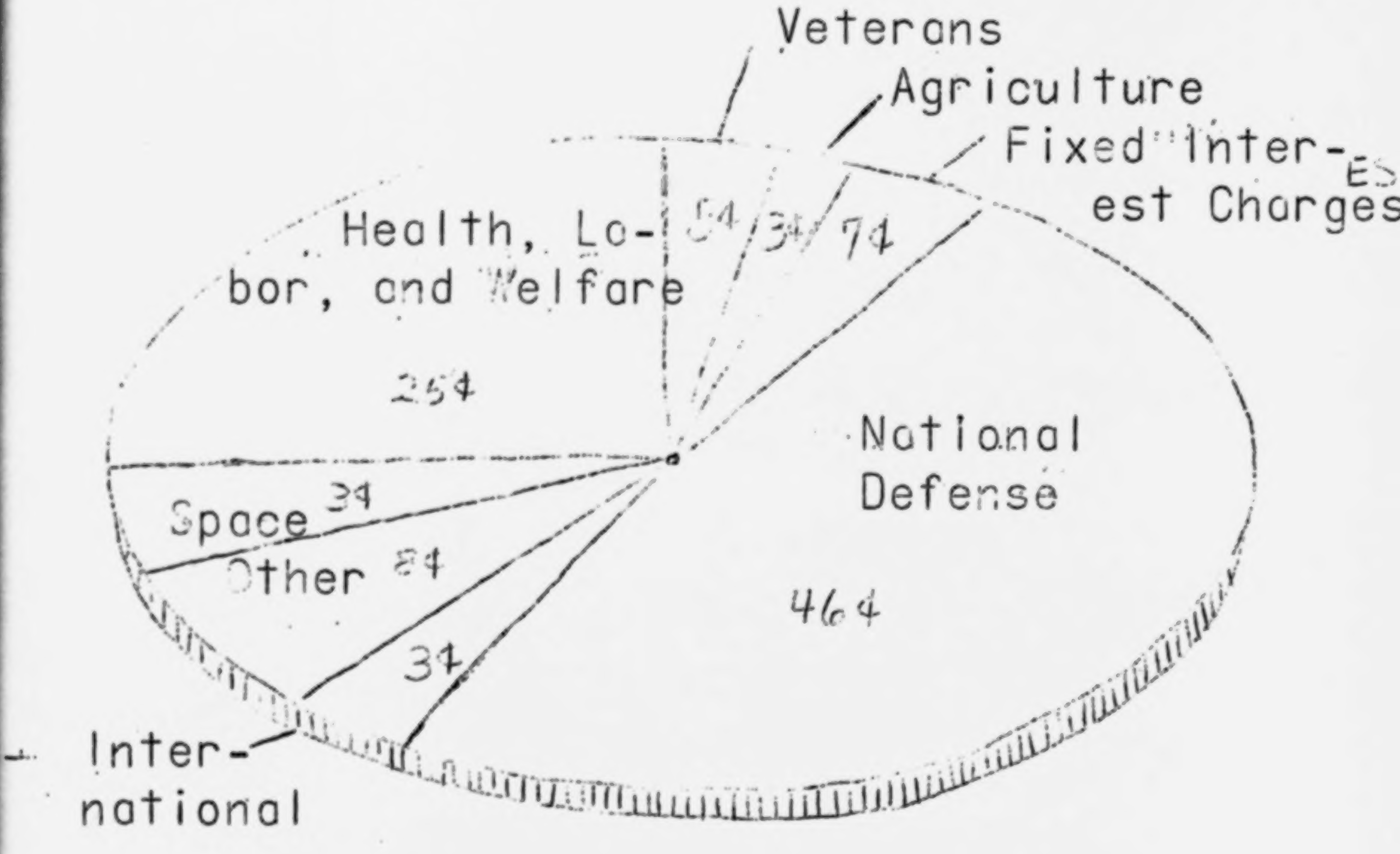
e. Furnish main advantages and disadvantages for one type of business organization we have discussed. See paragraph 9 of presentation for possible answers.

f. Who is responsible for making policies in a corporation and sees that the policy is carried out? The board of directors formulate policies while the elected officers carry them out.

TRAINING AIDS:

(Lessons 9 - 11, Federal Income Tax, paragraph 4,c)

Transparency # 2



The Government Dollqr

Where It Went - Fiscal Year 1967

TRAINING AIDS:

Lessons 9 - 11, Federal Income Tax,(Paragraph, 4,c)

Transparency #3

Expenditures for Fiscal Year 1967

1.	DEFENSE	$71.7 billion
2.	HEALTH, LABOR, and WELFARE	$39.0 billion
3.	INTEREST	$10.3 billion
4.	COMMERCE and TRANSPORTATION	$ 7.3 billion
5.	VETERANS	$ 7.1 billion
6.	SPACE, RESEARCH, and TECHNOLOGY	$ 5.4 billion
7.	INTERNATIONAL AFFAIRS	$ 4.4 billion
8.	AGRICULTURE	$ 4.4 billion
9.	EDUCATION	$ 3.5 billion
10.	NATURAL RESOURCES	$ 3.5 billion
11.	GENERAL GOVERNMENT	$ 2.7 billion
12.	HOUSING and COMMUNITY DEVELOPMENT	$ 1.5 billion

STUDENT HANDOUT:

The attached student handout is given to the students as a reference and study sheet for the Economics Concerns Unit. The student should be held responsible for facts presented in this handout at the end of this unit classes.

ECONOMIC CONCERNS HANDOUT

Insurance

Can a person be insurance poor? This question has been with us for many years and still does not have a completely satisfactory answer. The purpose of this section of Economic Concerns is to present some of the more important aspects of insurance as they pertain to you.

What is insurance? In technical terms it is a system of risk - sharing by which each member contributes an amount to a common fund from which a member is compensated in case of a loss.

Some of the more important terminology used in presenting this section is discussed here. The individual who takes out the insurance is referred to as the insured or policy holder, while the company issuing the policy is the insurer or underwriter. The hazard, risk, or peril is the calamity for which the insurance is issued. The premium is an amount paid by the policy holder to the underwriter for the insurance which has been issued. This premium is usually paid on an annual or semi annual basis but may be paid quarterly, monthly, or several years at a time. The various types of insurance that will be presented in this course are:

1. Life Insurance- provides the policy holder with maximum protection in relation to his income and resources. Coverage can be arranged for a specific period of time, for life, or just until the policy is terminated. A life policy can be borrowed upon in an emergency and is, therefore, a valuable financial asset.
2. Accident and Health Insurance - provides protection against the burden of hospital, surgical, and other medical expenses. The nature of this type policy has been significantly changed by the advent of Medicare.
3. Property Insurance - provides financial protection against loss or damage to the insured property caused by fire, windstorm, or a variety of natural perils.
4. Automobile Casualty and Fire Insurance - insures the policy holder in legal proceedings brought against him because of injuries or damage from automobile accidents, liabilities, burgluty, fire, or public liability.
5. Liability Insurance - protects the policy holder in legal proceedings brought against him because of injuries or damages caused by his property or as a result of his actions.
6. Group Insurance - which provides programs for a large number of workers. The cost of such a policy is usually split between the company and the employees themselves. This type of coverage insures a wide range of employee benefits.

The more common categories of insurance which are most likely to pertain to a young worker are Life, Health, Property, Automobile, and Personal liablilty insurances. Life insurance is purchased normally with two purposes in mind - to protect the family against loss of income in case the policy holder were to die and to build up savings the policy holder and his family can use while he lives. Some expenses a family would have to meet should the breadwinner die are: cash for taxes, funeral expenses, payment of personal debts; readjustment income during the period the family is learning to live on a lower income; family income while children are still in school; emergency funds for dental and medical bills, automobile repairs, house repairs, etc. and; income for the wife after the children are on their own. Savings and social security help out, but these sources are not usually adequate to meet all needs.

Many types of life insurance can be used as a means of savings if the policy holder does not die. As cash values build up money can be borrowed from the policy based on these values. Insurance that pays dividends (premiums are higher than non-participating types) well build up higher cash values if the dividends are left to accumulate with the company. Dividends also can be paid in cash, applied to premium payments, or used to purchase additional insurance.

Most life insurance p9licies are purchased through an agent. After applying for a policy the individual takes a medical examination, at the insurance company's expense and receives the policy after the company accepts his application.

There are four basic types of life insurance: term (protection for a specified period, lowest premium, most policies do not accumulate savings, considered only temporary protection), ordinary life or straight life (permanent or life time protection, costs less than all other "permanent" type insurance, premiums paid during entire life time of policy holder, accumulates cash values), limited payment life (permanent insurance, premiums paid for specified period but life time protection is provided, costs more than ordinary life since cost is paid up in shorter period of time, cash values are accumulated), and endowment policy (emphasizes the savings aspect of life insurance, provides protection for a specified number of years, builds cash values rapidly until the whole amount of the policy is paid to the policy holder when the endowment matures).

Life insurance "works" because premium rates are determined from mortality tables (charts showing how long specified groups of persons are expected to live and the number that will die in any given year). The insurance companies then know approximately how many benefits they will have to pay each year. Premium monies collected are used for paying these benefits, for establishing legal reserves required by state laws and for paying other operational expenses. The remaining money is invested by the company and thereby providing additional income.

The conditions, requirements and provisions of an insurance policy are carefully listed in detail in a printed legal document which is actually a long - term contract. The beneficiary is listed in the policy but can be changed if requested by the policy holder.

Health insurance is purchased to protect a family from losses caused by accident or illnesses. Organizations which provide health insurance programs are insurance companies, the Blue Cross and Blue Shield organizations, unions, fraternal orders, or large corporations for their employees. Protection available through each of the five major types of policies sold is summarized below:

1. Hospital Expenses Insurance covers all or part of costs of hospital room and board (a specified amount is allowed for each day up to a maximum number of days), medication, x - rays, and operating room charges. This is the most widely used type of health insurance.

2. Surgical Expense Insurance pays fees for surgical services. The amount paid is in accordance with a schedule of fees for each type operation listed in the policy. This is second most common type of health insurance.
3. General Medical Expense Insurance provides for expense of calls by doctors. A maximum number of calls for each sickness or injury is specified in the policy. This is third most widely used health insurance.
4. Major Medical Expense Insurance provides protection against large costs of a prolonged illness or injury. Nearly every type of expense is covered and benefits can run as high as $10,000. Frequently a deductable clause is included as well as a co-insurance clause which provides that the insured person will pay a certain percentage of costs. These clauses lower premium costs. This type of insurance is the fastest growing type of health insurance.
5. Loss of Income Insurance pays an income to replace part of regular income lost when the insured is unable to work because of sickness or injury. The writing period before benefits start, amount of income paid and length of time for payments are outlined in each policy.

Health insurance can be bought either on an individual or a group basis. An application form with a series of questions about the individual's health and the health of other members of his family must be completed. Insurance is effective when the company accepts this application and the premium is paid.

The most important insurance a person can have on his home is for protection from damages of fire, wind or hail storms. Rates which the policy holder must pay are determined by a number of factors. In case of fire, the the efficiency of your fire department (determined by whether the department is volunteer or full-time. A full-time department can answer an alarm faster than a volunteer department). Another factor which affects the rates is the home owner's distance from a water source. The age of the house, type of construction, and value also affect rate determination.

Wind and hail damage rates remain relatively stable because there is no way of predicting long in advance where storms of this nature will strike.

An important aspect of the homeowners policy is the insuring of contents from loss by fire or theft. Usually a person is surprised at the value of the home's contents when these are added together. Other types of coverage available with a homeowners policy are liability, additional living expenses, medical payments and physical damage to property of others. Premiums are usually paid on an annual basis and frequently included in the house mortgage payment.

Another very important area of insurance is that of automobile insurance. This policy is usually divided into four classes:

1. Liability insurance, both bodily injury to occupants of the insured automobile, pedestrians, and occupants of other damaged cars, and property damage. This is the most important coverage for an automobile owner. Many states require a minimum amount of this kind of insurance to be carried before an automobile can be registered with some states allowing proof of financial responsibility in lieu of this type of insurance.

2. Physical damage to automobile from collision, fire, theft, natural disaster damages, and comprehensive coverage (lesser damages caused by fire, wind, flood and vandalism). Physical damages of major expense are usually deductable ($50 or $100) while comprehensive is usually paid in full.
3. Medical payments for any person injured in an accident. A period of time after the accident is stipulated in the policy. Such expenses as medical, surgical, x - ray, dental services, ambulance, hospital, nursing and funeral services resulting from the accident are paid. There is usually a maximum amount payable for each person as noted in the policy.
4. Uninsured motorist coverage guards against loss due to personal injury to the insured and family caused by the uninsured or "hit and run" driver of another car.

Cost of automobile insurance varies greatly because of location in the states (city rates are higher than less populated area rates), how the automobile is used (pleasure only or business), type of automobile (larger, greater horsepower costs are higher than small automobile rates), type of persons operating the car (rates for operators in the younger and older age groups are higher than middle age groups), and the types and amounts of coverage desired.

Statistics, collected by insurance companies, indicate that drivers in the 16 - 25 age bracket have the largest percentage of chargeable accidents; therefore, many companies still charge higher rates for male drivers in these age brackets. If a person seems to be more accident prone than the average driver, it is possible that an insurance company will declare him to be uninsurable under normal policy regulations. In order for him to drive insured, he must seek insurance through other than conventional means.

Each state has some version of financial responsibility law. Most states require car owners or operators involved in an accident to show evidence of financial responsibility. Evidence can be in the form of liability insurance, cash, bond, or releases. Failure to produce evidence of financial responsibility results in suspension of drivers license and/or seizure of license plates. The most convenient evidence that one can have of financial responsibility is liability insurance.

The last type of insurance to be covered is Personal Liability Insurance which seems to be receiving unusual attention these days. Frequently bodily injuries and property damage from accidents results in legal action against the individual responsible for the accident. Just as a businessman is liable to the public in the operation of his business, so the head of a household is liable if the actions or negligence of any member of his household, including pets, cause bodily injury or property damage to others. Frequently personal liability coverage is included in a homeowners oplicy but a seperate liability insurance policy can be purchased. Examples of the type of incidents this insurance covers are the milkman slipping on roller skates left on your steps, your son strikes the mailman with a sling shot, someone slips on your icy sidewalk, your wife pokes out someone's eye with an umbrella while shopping and you injure another player with a golf drive. Although liklihood of an occurance such as this resulting in a law suit against you amy be remote, should this type liability occur, a severe strain could be felt on family finances for many years. Premiums of this type liability insurance are relatively inexpensive with rates determined primarily on coverage desired and location of insured.

After these periods covering the many types of insurance available to an individual, we ask the question again how does a person know if he is "insurance poor" or just adequately covered? It is only after he examines his entire financial situation and sees his ability to meet the risks without some form of sharing with other policy holders that he can answer the question. The difficult thing about insurance is that those persons in the lower income brackets, who can least afford insurance, are the ones who most need to have its protection for their property and personal liability. These persons, if they have complete coverage, can possibly be considered "insurance poor".

TAXATION

Although the average taxpayer complains about taxes and government spending in Washington, he fails to realize that state and local governments also collect and spend tax money and the total for these two governing bodies is on the incline.

This situation is caused by the fact that even though state and local governments are actually closer to the voters, their tax statements escape the close scrutiny and high emotion usually directed toward the federal government.

The increases in state and local spending is supporting much of the public expenditure for education, social welfare, regulation and policy protection, economic and resource development and most other public services by the government.

Most state taxes fall under the categories of property taxes, sales taxes, and income taxes. Most local taxes come from property taxes and some cities throughout the country are imposing an income tax.

From an economic point of view a good tax is one that is levied according to ability to pay. According to this principle, a wealthier person should pay more taxes than a poorer person because he can afford to pay more.

Taxes from this theory fall into three categories:

1. Proportional tax which is levied upon taxpayers at the same rate regardless of the size of their incomes.
2. Progressive tax which is one in which the rate increases as the income increases.
3. Regressive tax - one that has the effect of taking a larger proportion of a smaller income than of a larger income.

The property tax is probably the oldest and most widely used form of taxation. This is the main source of income for local government.

For purposes of taxation, property is classified as real property which includes land and the buildings on it, and personal property which includes all other property which an individual owns outside of his real estate.

Property taxes are levied according to the assessed valuation of the property. The assessed valuation is the estimated value of a piece of real estate. The estimate is based upon an appraisal of the property, sometimes by someone from outside the state who is somewhat familiar with construction costs and what property is selling and for how much in that particular community.

In Kansas, this appraisal amounts to what is considered as 100% of the property's value. Then, according to the Kansas Statutes, this land is placed on the tax roles at 30% of its appraised value. For example, if one has a lot and a house valued at $10,000 it would be placed on the tax rolls at 30% of the total or $3,000.

The tax levy is described as being so many dollars of tax per thousand of assessed valuation. This levy is determined by each governmental unit determining what its financial needs will be, subtracting its expected income from sources other than taxes, and thus arriving at a sum to be raised from taxes.

The total assessed valuation of the governmental unit is then divided into the amount to be raised from taxes. The resulting quotient is known as a mill levy which is then applied to the value of the individuals property with the result being the amount of property taxes which he must pay.

This same procedure is used by state, county, township, city and school district governing bodies to bring in revenue for their operations.

The sales tax is usually a percentage of the retail price of a given commodity. In Kansas, this amounts to 3% of the retail price, although some states have a lower sales tax, some higher, and some states do not have any sales tax.

Federal income tax is one of major importance to the worker since this tax is usually deducted from his wages every payday and each year he must prepare a federal income tax return. Individual income tax contributes to the federal budget so our government can provide the nation with national defense, food and drug controls, health and agriculture research, relations with other countries, international development , highways, wildlife refuges, conservation, and other programs that benefit the citizens. Other sources of federal income include corporation taxes, employment taxes, excise taxes, and borrowing but individual income tax is the largest source of federal income.

Federal taxation has a long history in supporting our way of government beginning formally with taxation to finance the war of 1812. Our first federal income tax came during the Civil War. Since these early programs taxation has become more and more sophisticated until we now have our elaborate, computorized tax system. Although many complaints are heard about heavy taxation, tax laws are constantly being evaluated and changes made when felt necessary.

General rules of our federal income tax system are self- assessment and voluntary compliance. Normally any person with an income of more than $600. during a calendar year is required to file a tax return.An income tax return.must be filed even when income is less than the $600 limit when the individual wishes to have taxes returned to him deducted from his pay.

Income tax records are maintained according to an individual's social security number and his name. This number is easily obtained by sending an application to the Social Security Administration. Once assigned a social security number, an individual retains that same number until his death. Taxes withheld from pay are credited to the individuals account according to his social security number. At the end of the year, the employer furnishes each employee with a Form W-2, Wage and Tax Withholding Statement, from which federal income tax is computed on the individuals tax return.

Several different types of income tax forms can be used to file a tax return. The type used depends upon such factors as the amount of income, the types of income, and kinds of deductions claimed. Also a married couple has the choice of filing a joint return or seperate returns if both had an income.

For most individuals filing a return is not a difficult task when instructions are followed; all the required forms are available from the Federal Revenue Service and usually from the post office. Clearly written instruction booklets, which explain procedures to follow, are available free of charge from these government agencies or more detailed booklets can be purchased. Many income tax specialists are available during income tax filing time to furnish advice or to actually fill out the return for a nominal fee.

INVESTMENTS

One of the most difficult decisions facing the worker of today is what to do with the amounts of income left over after bills are paid. The crucial problem here is how to get the greatest return from the money invested.

There are several alternatives for investments, some of which are more certain in their return than others. We will discuss briefly the most common forms of investments.

The first alternative would be that of putting one's money into a savings account at a savings and loan institution. Most of the reputable firms are insured by a branch of the federal government and pay an interest rate of at least 4% and many are now paying a 5% interest return annually on the investment.

These firms make their profits by loaning their money to individuals or businesses at rates up to 8%. This rate allows them to pay the investor his return as well as to make a profit for the savings and loan institution.

The advantage of this type of investment is that one's money is usually readity available immediately should the occasion arise that the investor needs his money.

A second investment alternative is that of stocks and bonds of a corporation. The stock of a corporation is generally of two types, common and preferred. The common stock is most numerous but has some disadvantages. The main disadvantage of buying common stock is that the investor cannot be certain of a return on his investment. This is dependent entirely upon the profits of the corporation. This type of stock is bought by speculators who hope to make a quick profit or by investors who plan to keep the stock over a considerable period of time.

The preferred stock is not as numerous as common stocks, but does pay a fixed rate of return which has first call on any profits which the corporation might make. In case of bankruptcy, the preferred stock has first call on any assets left after obligations to creditors have been met. The principle disadvantage to this type of stock is that the investor has no voice in the management of a corporation.

Another choice is that of buying bonds. These are usually considered as a long term investment and return a fixed rate of interest annually as well as a payment on the principal of the bonds. Investors in bonds have no voice in the management of a corporation.

Third alternative for investment is in what is commonly referred to as mutual funds. Under this plan, an investor puts a small amount of money into the organization which then takes the investments from all investors and buys stocks in some corporation. The individual receives a return in proportion to the amount of money which he has invested.

Other alternatives that may be considered as investments are federal security and savings bonds, real estate, and private business.

The person with money to invest must decide several things:

1. Does he want to gamble on a quick return for his investment, or carry it out over a longer period of time?
2. Does he desire accessibility to his money?
3. Does he want a voice in management or a fixed rate of return?
4. Does he desire to invest a large amount or a small amount of money?
5. What are his investment program objectives?

Only after he has these questions answered, can he be assured of a satisfying investment and feel that he is getting the best return for his investment.

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FILMS

Investment Program for the Small Investor

Property Insurance and Personal Liability

The American Tax System

The Web of Taxes

UNIT N

GRAPHIC REPRESENTATION

UNIT OBJECTIVES:

1. To examine graphic expression in order to develop the ability to express ideas graphically.
2. To explore and understand the use of graphics in business and industry.
3. To learn the elements of design used in industrial products.
4. To apply the principles of design to problems in business and industry.
5. To develop an appreciation of design in industrial products.
6. To improve direction-following abilities.

LESSON PLANS:	Number of periods per lesson	Page
1. Language of Industry	2	N-2
2. Design Principles	1½	N-6
3. Graphic Techniques	1½	N-9
4. Following Directions	1	N-12

TEACHING AIDS:

1. Chart 1. Sales of Acme Company Products in Four Southwestern States, 1969. (bar graph for lesson 1) --------- N-14
2. Chart 2. Percentage Breakdown of Family Expenses for Planning a Budget. (pie graph for lesson 1) ------------ N-15
3. Chart 3. (line graph for lesson 1) --------------------- N-16
4. U. S. Sales of A-C Paper Clips by Region, 1969. (statistical graph for lesson 1) ------------------------------ N-17
5. Principles of Design. (handout for lesson number 2) ---- N-18

BIBLIOGRAPHY -- N-19

GRAPHIC REPRESENTATION

LESSON 1: Language of Industry

OBJECTIVES:

1. To present an overall view of the importance of drafting.
2. To examine the use of charts and graphs in business and industry.

LEARNING EXPERIENCES (MOTIVATION):

1. Discussion of "The Language of Industry"-see 3a in presentation.
2. Discuss drawings, charts, graph, uses of graphics in business and industry.
3. Present the symbols found on graphs, charts, and maps.
4. Discuss where to get the projects as listed below.

TEACHING AIDS:

1. Seating chart
2. Transparencies or flip chart for "The Language of Industry"
3. Transparencies of: Table, Bar graph (N-11), Pie graph (N-12), Line graph (N-13), Statistical map (N-14), Pictogram, Diagram
4. Examples of designs used in business illustrating use of design
5. Sheets of tracing paper for drawings

ASSIGNMENTS:

1. Students bring in to class examples of charts, graphs, maps, and drawings.
2. For next class meeting bring an illustration of some kind of design.
3. Projects: Students bring to class examples and be ready to explain the use of parts catalogs, business charts, operation manuals, graphs, house plans, and maps.
4. Make a drawing or chart on tracing paper with soft lead pencil, this is for later use in techniques.

REFERENCES:

1. Hay and Lesikar, Business Report Writing, p. 215.
2. Salser, Donald E., "Language of the Industry," an unpublished film strip and tape.

PRESENTATION: Question -- Answer

1. Introduction, get to know the students.
2. What is graphic representation and why is it used?

  a. It is putting statements or facts in the form of a chart or picture.
  b. It is used to assist words to communicate the material that is needed to be presented. "One picture is worth a thousand words."

3. Drawings can be thought of as the "Language of Industry." Why is this so, and what is the history of graphic representation and its use in industry now?
  a. Following is a discussion of this question, parenthesized words are suggestions for assemblying a flip chart or transparencies:

From his earliest beginning man has sought to convey ideas. He developed a language for this purpose -- picture writing. (picture of picture writing)

As man began to build things, words and simple pictures became inadequate and he was forced to use more complicated pictures or drawings. Thus, drawing became the language of building and industry. (cave man building cart)

In our modern industrialized society everyone has some connection with drawing. When Dad has to put Junior's bicycle back together, he needs to know how it is made and how to follow instructions. (man working on bike)

The products of industry, from autos to rockets, begin in the drafting room. (car, molten metal rockets)

From the simple sketches of the engineer where the idea begins, to--(sketches) planners and suppliers who furnish the materials, (helicopter, tower) the prints of the drawings give the details and specifications to the workman who will actually construct the project. (truss and workers)

Drafting has played an important part in the development of our transportation system -- from the mud roads of early years to the modern highway system, (mud road and cloverleaf) a system which provides fast and convenient access to our growing cities.

From the drafting rooms have come the experimental mass transportation we will be using in the future. (monorail)

Engineers and draftsmen are constantly working on ideas for transportation systems of the future. Highway systems, rail systems, and airplanes are being worked on. The ones we use tomorrow must be planned today. (futuristic rail car)

Thousands of draftsmen are employed by the aircraft industry. Military, commercial, and private airplanes are making rapid changes. airplane)

Piping drawings are used by the petroleum and chemical industries. Fabrication and welding drawings, plant layouts and surveys are also used in these industries. (pipeline)

Welding drawings make up a large field in themselves. Special symbols identify kinds and sizes of welds for many types of applications. (welding drawings)

Machine drafting is used in industrial and manufacturing plants to design the tools and processes of industry. The automated machines we hear so much about must be planned in detail on the drawing board. A good knowledge of mathematics and science, as well as a thorough understanding of tool and machine processes is necessary for this field. (machine tools)

The kind of drafting which is most likely to concern every person is architectural drafting -- the planning of homes and buildings. Each of our homes has been built from some kind of blueprint. (blueprint, map, house)

A set of plans is an important part of the process between trees and the finished home. How is the carpenter to know exactly how you want your home built without a set of plans? (trees, lumber, house)

The architectural draftsman is the one who draws the detailed plans for houses and office buildings, schools and churches, hot dog stands and filling stations. (office building)

Electrical drafting has no doubt undergone the most rapid expansion in recent years of any field of drafting. In all probability it will continue to expand. The widespread use of electric controls, space exploration, automated machines, and very complicated computers insures high demand for electrical draftsmen. (wiring and electrical components)

Designed products and experiments are planned out on the drawing board. (print and chassis) They are then tried and tested in the laboratory. (boy and electricity experiment)

From these plans, experiments, and tests come the products we use every day. Even the installation of the equipment is detailed on plans from the drawing board of the draftsman. (light fixture)

Up to this moment thousands of hours have been spent in planning, not only on the rocket and launching equipment, but also on auxiliary equipment. Tracking stations involving computers and communications are planned on the drawing boards many months before the exciting moment of lift-off. (rocket lift-off)

Constant work and planning are going into future space explorations. Thousands of small details of the equipment man needs to live in space are being drawn. (moon shot)

Before 1900 equipment and drafting room rules were vastly different than they are today. For example the hours might have been from 7 a.m. to 8 p.m. six days per week. The basic tool for drafting is the pencil. For some types of drafting a pencil and most any kind of paper will do. Rough sketches are this kind of drawing. (pencils)

Many types of drawing paper, tracing paper, and cloth are used in drafting. The most recent material to be used is plastic film. (papers)

While it is true that drawings may be made with very simple equipment, there are a great many time-saving aids for the draftsman. The beginning drafting student starts out with basic equipment such as T-square, triangles, scale, and a simple set of instruments. The professional uses hundreds of dollars worth of equipment. (tools and equipment)

The drafting table may be an ordinary table or a complicated, fully adjustable drafting table equipped with a drafting machine. (drafting furniture)

There is reason to believe that in the future much of the drafting may be done by machines. Information will be fed into computers and special machines will automatically do the drawing. (IBM card)

All this will not mean the end of draftsmen for there will still be a need for drawings made by men. The need for persons able to read and interpret blueprints will be strong and basic drafting knowledge will be necessary.

4. What are the various kinds of charts and graphs and where should they be used? (use the examples on transparencies)
   a. Bar graph -- a means of comparing simple magnitudes by the lengths of equal-width bars. They are used to show quantity changes over time, quantity changes over geographic distance, or qualitative distances.
   b. Pie graph -- of primary importance in comparing the percentage composition of variables in any particular situation. As name implies, the pie chart illustrates the slice being studied as a pie, and the parts of this whole are shown as slices of this pie. Slices may be individually labeled; crosshatching or coloring with explanatory legend may be used. It is advisable to give numerical value to pieces for accuracy. A good rule to follow in slicing the pie is to begin at 12 o'clock and to move around clockwise showing slices in descending order of magnitude.
   c. Line graph -- best used to show the movements or changes of a continuous series over time such as changes in prices, weekly sales totals, or periodic employment.
   d. Statistical map -- is valuable to help communicate quantitative information especially when this information is to be compared to geographic areas. On such maps the geographic areas are clearly outlined and the differences between areas are shown by some graphic technique. The following four techniques are most common: (1) Showing quantitative differences of areas by color, shading, or crosshatching. (2) Some form of chart may be placed within each geographic area to depict the quantities representative of that area. (3) Placing the quantities in numerical form within each geographic area. (4) Dots each representing a definite

quantity may be placed within the geographic areas in proportion to the quantities to be illustrated for each area.

   e. Pictogram -- is a bar graph which uses pertinent pictures rather than bars to put over the information, for example, a line of coins to represent profits.
   f. Diagram -- various other techniques may be used than those mentioned above. As long as they help to communicate the story, they are acceptable.

5. Who in our community makes graphs, charts, maps, or drawings?

SUMMARY:

1. Why are graphs, charts, maps, and drawings in widespread and popular use?
   a. They help greatly to clarify the spoken or written word. "A picture is worth a thousand words."
2. Explain the use of symbols on drawings.
   a. They condense the necessary words or additions that are included with the graphic representation.
3. Problems with charts and graphs:
   a. When comparing the 1969 production of Company A products with Company B products, which of the charts or graphs that we studied would you use? Why?
      (1) The bar graph
      (2) The bar graph is used to show quantity changes over time
   b. If you wanted to show graphically the percentage breakdown of your school expenses for expenses on paper, pencils, textbooks, and school lunches; what graph would you use and why?
      (1) The pie graph
      (2) It is of primary importance in comparing the percentage composition of variables in any particular situation.
   c. Represent graphically these attendance figures for our basketball games: 700, 755, 780, 690, and 750
      Why did you use the type of graph that you used?
      (1) Because the line graph is best used to show the movements or changes of a continuous series over time.
   d. What form would you use to show the concentration of population in this county?
      (1) A statistical map

LESSON 2: Design Principles

OBJECTIVES:

1. To learn of design elements and principles used in business and industry.
2. To be able to apply these elements and principles to simple designs.

LEARNING EXPERIENCES (MOTIVATION):

1. Discuss in class the elements of design and the principles of design.
2. Critically evaluate articles or pictures of articles as to the quality of their design. (articles brought to class by students)
3. Make a simple design using design principles.

TEACHING AIDS:

1. Blackboard and chalk for clarifying design elements and principles.
2. Hand out "Principles of Design" (N-17)

ASSIGNMENTS:

1. Bring to class pictures or articles illustrating good design principles.
2. Design or redesign some article.

REFERENCES:

1. Charles B. Bradley, Design in the Industrial Arts.
2. John L. Feirer, Woodworking for Industry, p. 32-42.
3. Mattingly and Scrogin, Applied Drawing and Design.

PRESENTATION:

Certain design principles have been developed to guide in the designing of products. This lesson is based on learning about these design principles by class participation in the following presentation.

1. What are the three keys to good design for a product?
   a. It must function as well as possible.
   b. It must have an attractive appearance.
   c. It must be structurally sound.
2. The elements of design include:
   a. Lines -- combined can form objects of almost any shape.
      (1) Straight
      (2) Curved
      (3) S-shaped
      (4) Circular
   b. What are the four basic shapes made by lines?
      (1) Square
      (2) Round
      (3) Rectangular
      (4) Triangular
   c. Mass or form is a three-dimensional shape or combination of shapes.

d. Color is a very important element in design.
    (1) Color may be "cool" as with the blues, blue-greens, and blue violets; these colors appear to recede.
    (2) They may be "warm" as with the reds, red-oranges, and red-violets; these colors appear to advance.
    (3) Bright colors -- the yellows, yellow-oranges, and yellow-greens appear luminous.
    (4) Pastels are usually thought of as soft; pure colors as hard.
    (5) To increase the apparent size of a room, use cool colors; to decrease it use warm colors and to lighten a dark room use luminous colors.
    (6) A practical guide for color proportion is the 8:5:3 ratio. Eight parts blue, five parts red, and three parts yellow make up this generally pleasing effect.

e. Tones are the light-colored areas and the darks or shadows in a material.

f. Texture is the physical characteristic of the material's surface, for example, a wall with paper on it has a smoother texture than one finished in rough wood.

3. The principles of design include: (hand out page N-17 to students)

a. Proportion -- the relationship of the parts of a product to each other.
    (1) It is hard for the eye to see the exact relationship between height and width -- this creates interest.
    (2) Many consider the "Golden Rectangle" with proportions of 2:3 to have the most nearly perfect proportions.
        (a) This rectangle can be divided vertically into two equal parts. If divided into an uneven number of parts, make the center one large and the other parts equal.
        (b) If it is divided horizontally into three or four unequal parts, the largest is usually placed at the bottom.

b. Balance -- is that quality which makes an object appear to be stable or at rest. Most things in nature are in balance, as the arms and legs of the human body. Anything not in balance appears to be unstable, as if it would fall over any moment or would start moving.
    (1) Formal balance -- a vertical line through an object would divide it symmetrically.
    (2) Informal balance -- objects or parts of an object appear to be equal because of their relative size and position or tonal value.
    (3) Find objects in the room that illustrate these two types of balance. Are there objects without balance?

c. Harmony -- the way the various parts of an object blend together, for example, circular and oblong shapes are in harmony with each other while angular shapes seem to clash with circles. Color, texture, and space relationship must all blend together.

d. Rhythm is the repetition of shape, color, or line which gives distinct character to an object. Rhythm signifies movement or the scheme by which the eye is led in a desired direction by regularly repeated accents.

  - e. Emphasis is the center of interest or the point of greatest importance -- a beautiful entrance door or an excellent piece of cabinet hardware.
4. Home Design
   - a. Landscape design -- includes such factors as view from the house, location, plantings, and grading of the site.
   - b. Room design -- includes kitchen cabinets, location of built-in units, architectural space relationships within each room, location of doors and windows, and traffic patterns.
   - c. House design -- should provide good solutions to these questions:
     - (1) Does the floor plan meet the needs and interests of the family?
     - (2) Is the home economical to build?
     - (3) Are the right materials used?
     - (4) Is it solidly constructed?
     - (5) Is it easy to maintain and clean?
     - (6) Is it attractive?
   - d. Structural design needs to be such as to allow for maximum strength and also incorporate modern conveniences.

SUMMARY:

1. What are the three keys to good design?
   - a. Function as well as possible.
   - b. Attractive appearance.
   - c. Structural soundness.
2. Make a simple design that shows the five principles that we studied. Identify these principles:
   - a. Proportion, "Golden Rectangle," 2:3
   - b. Balance -- formal, informal
   - c. Harmony, blending color, texture, and space relationship
   - d. Rhythm
   - e. Emphasis

LESSON 3: Graphic Techniques

OBJECTIVE:

1. To learn some of the techniques used in conveying ideas graphically.

LEARNING EXPERIENCES (MOTIVATION):

1. Learning how and making the following items (have students select subjects of their own interest):
   - a. Bulletin boards
   - b. Drafting

   c. Posters
   d. Reproducing drawings with a blueprint machine.

TEACHING AIDS:

1. Pictures and letters for bulletin boards
2. Drafting tools and equipment -- pencils, tape, eraser, board, T-square, triangles, scales
3. Blueprint machine
4. Print paper
5. Example of blueprint

ASSIGNMENTS:

1. If a blueprinter is available, make a print of the drawing you drew for Lesson No. 1
2. Make a paste-up poster
3. Practice lettering on the poster
4. Graphs
5. Simple mechanical drawing

REFERENCES:

1. Mattingly and Scrogin, Applied Drawing and Design.

PRESENTATION:

1. How may an idea best be presented on a bulletin board or poster?
   a. Keep the idea simple -- bulletin boards and posters may be thought of as the minute men of advertising and should deliver their message in a few seconds.
   b. Lettering should be readable from a distance.
   c. Use good design principles and colors that attract attention or set the desired mood. Recall material in the previous lesson.
   d. Some elements of composition may be seen in the following transparencies.
      (1) Disorder and orderly arrangement
      (2) Balance of equal weights and of tone weights
      (3) Poor and interesting arrangements
      (4) Disconnected and more interesting connected arrangements
2. Drafting is important in many areas of idea presentation.
   a. Show the basic uses of these simple drafting tools:
      (1) Pencil
      (2) Drawing board
      (3) T-square
      (4) Triangles
      (5) Architect's scale

- b. What is the purpose of a working drawing of a particular object?
    - (1) They show what it is to look like in scale and what purpose it will perform.
    - (2) They show the outline of parts and dimensions, indicate material to be used, location of essential equipment, and may show specifications for quality of materials needed.
- c. The simple types of drawings whether used for working drawings or poster sketching are:
    - (1) Two-dimensional drawings show only two of any three dimensions of height, width, or length in any one drawing. They are scaled so all parts have the same relationship to each other.
    - (2) Three-demensional drawings represent what the eye sees and add clarity to a two-dimensional type.
        - (a) Isometric sketches and drawings are built upon a framework of three lines and consist of three isometric axes. The lines form three isometric (equal measure) angles of 120° each, one line being vertical and the other two at a 30° angle. Such a drawing can show a top, side, and an end view of an object.
        - (b) Oblique sketches and drawings are made about three axes in much the same manner as isometric sketches and drawings except that the one of the axes is always horizontal, one vertical, and the third at any convenient angle. One view is thus the same as any ordinary front view.
        - (c) Perspective sketches and drawings show objects just as they appear to the eye. Are drawn similar to the isometric drawing except that the lines at an angle to the horizontal are made to converge toward vanishing points instead of being made parallel.

3. Blueprinting is recognized as the simplest and most efficient method of reproducing drawings in quantities for shop and field use.
    - a. It is based upon the chemical changes caused by the action of natural or artificial light upon chemically sensitized paper.
    - b. Blueprint paper is sensitized by a coating of iron salts and red prussiate of potash. These chemicals, unexposed, are soluble in water; but if exposed to strong light, they become insoluble. In the blueprinting process light is prevented from falling on certain parts of the blueprint paper because of the lines of a drawing. These lines have prevented the chemicals from being exposed, hence they are soluble in water and leave a white line on a blue background.
    - c. Have students make prints of the chart they made in lesson 1.
    - d. Start students on the rest of the assignments as listed at the beginning of this lesson. This work may be counted as extra credit for those who do it if class time is not available for completion.

LESSON 4: Following Directions

OBJECTIVES:

1. To develop direction-following abilities on the verbal, written, and graphic levels.

LEARNING EXPERIENCES (MOTIVATION):

1. Direction-following practice of verbal, written, and drawn instructions given by the teacher. (Ability to follow instructions is important to occupational success.)
2. Assembling an item following printed directions.

TEACHING AIDS:

1. Prepare required instructions as listed in the presentation.

ASSIGNMENTS:

1. Write directions for the following:
    a. Assembly of some article
    b. Going to a specific place
    c. A process or procedure
2. Report on some personal experience in which incorrect or unclear directions caused you some trouble.

REFERENCES: None

PRESENTATION: Instructor gives instructions and helps with problems of interpretation.

1. The ability to follow directions is important to occupational success so let's see how good you are in following a series of instructions on how to get to ---- (some specific place in the community). Can you identify this destination?
2. Discuss the things wrong with "telling" as they appeared in this exercise, such as, instructions too complicated to follow without writing them down or misunderstanding as to direction or distance, etc.
3. Hand out written instructions for a simple drawing. Have students make a drawing and then compare drawings of various students to see how uniform they are. Discuss problems encountered with written instructions.
4. If possible give students some simple item with printed and drawn instructions and have them assemble it.

5. Have students list the advantages and disadvantages of verbal directions, written directions, and graphic instructions as they encountered them in this lesson.
6. Have students report verbally on some personal experience in which incorrect or unclear directions caused him some trouble.

SUMMARY:

1. Write directions for one of the following:
    a. Assembly of some article
    b. Going to a specific place
    c. A process of procedure

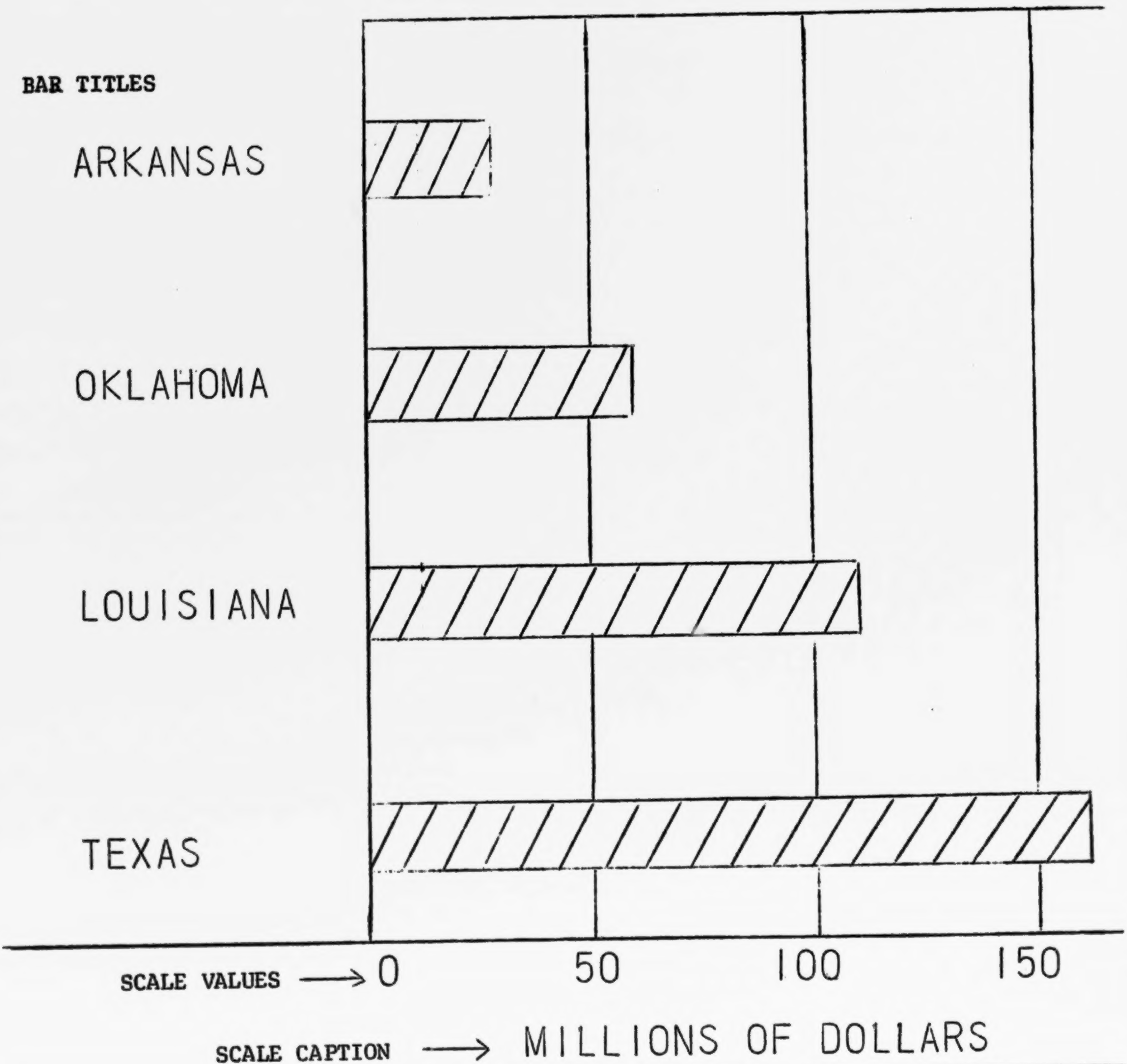


CHART I: SALES OF ACME COMPANY PRODUCTS IN FOUR SOUTHWESTERN STATES, 1969

CHART NUMBER

CHART TITLE

SOURCE: PRIMARY

SOURCE NOTE

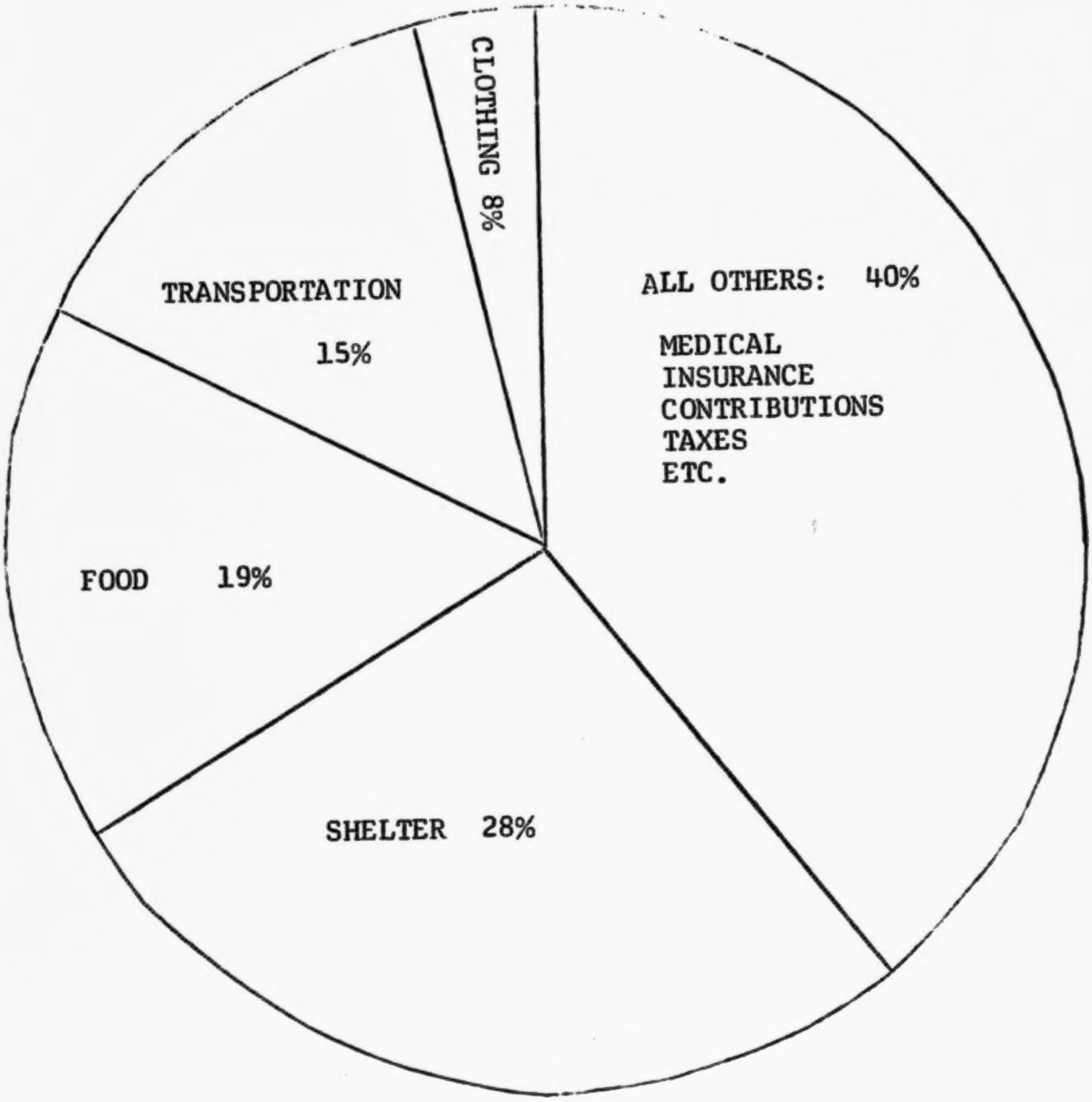


CHART 2: PERCENTAGE BREAKDOWN OF FAMILY EXPENSES FOR PLANNING A BUDGET

SOURCE: USDA BULLETIN NO. 98

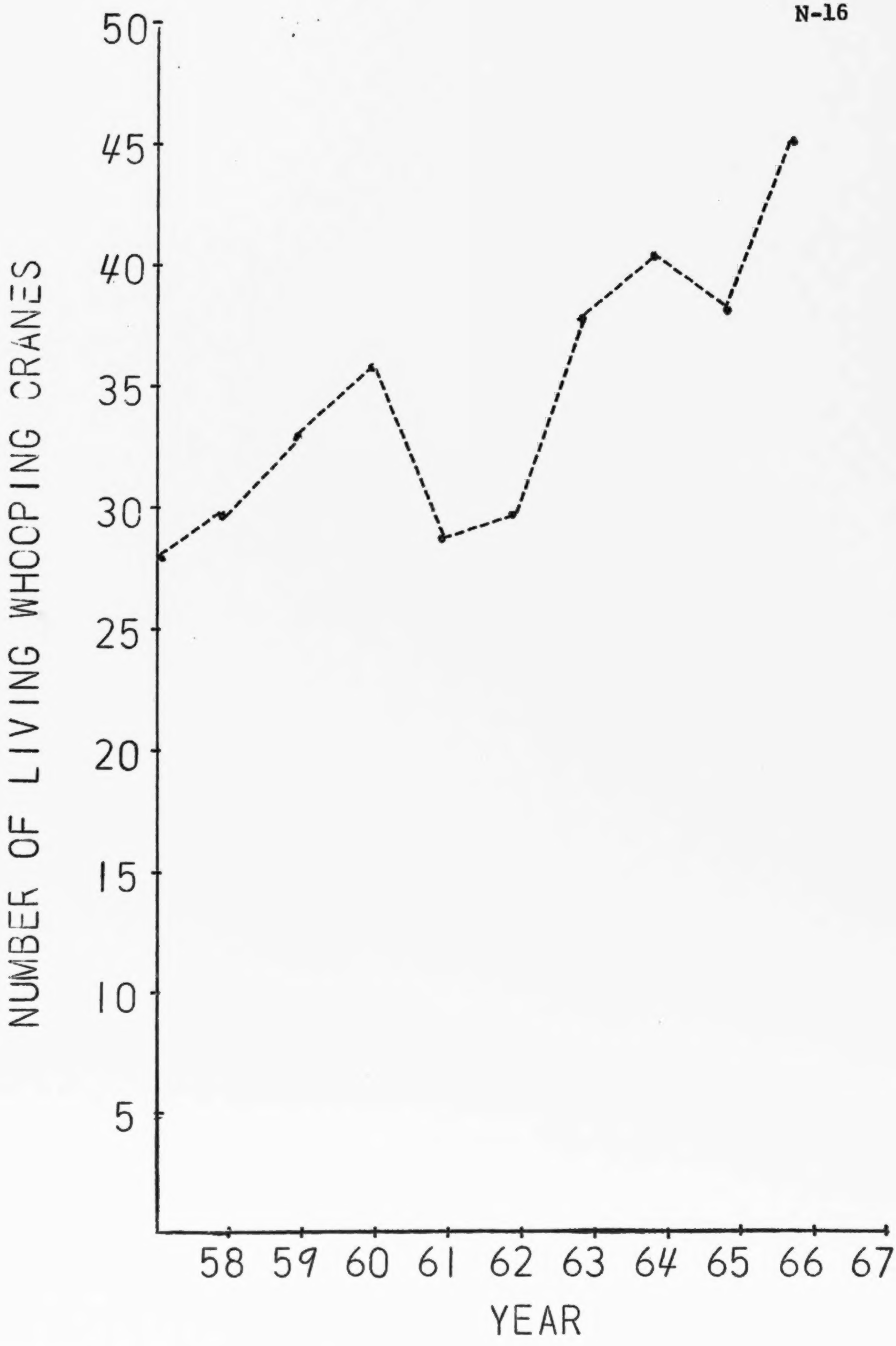
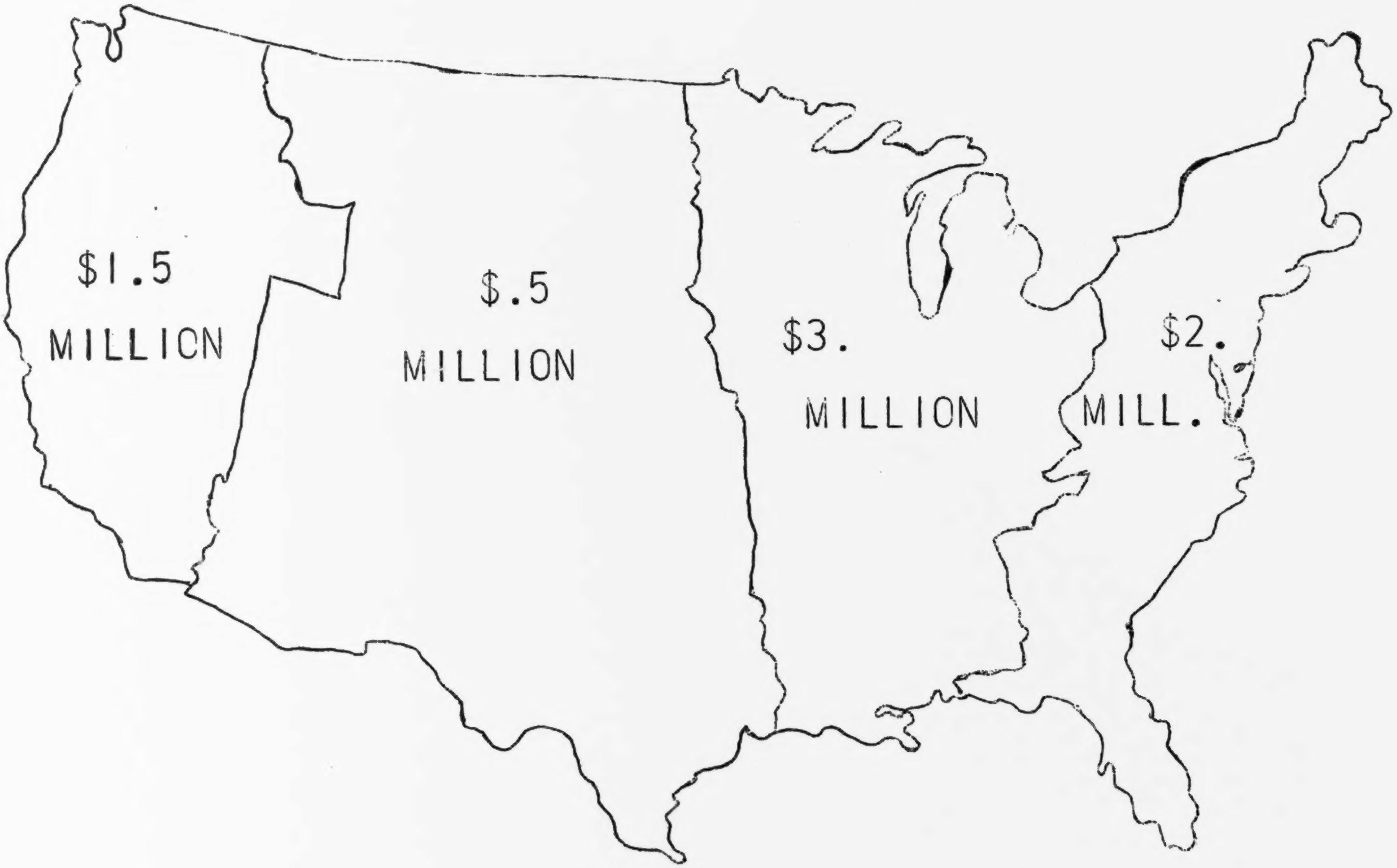


CHART - 3

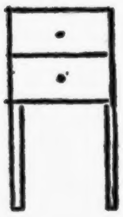
SOURCE -


$1.5
MILLION
$.5
MILLION
$3.
MILLION
$2.
MILL.

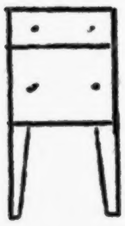
U. S. SALES OF A-C PAPER CLIPS
BY REGION 19--

PRINCIPLES OF DESIGN

A

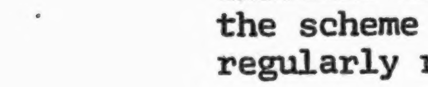


B

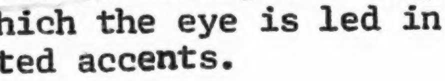


Proportion is the relationship of the parts of a product to each other. It is hard for the eye to see the exact relationship between height and width, this creates interest. Many consider the "golden rectangle" with proportions of 2 to 3 to have the most nearly perfect proportions. This rectangle can be divided vertically into two equal parts. If divided into an uneven number of parts, make the center one large and the other parts equal. If it is divided horizontally into three or four unequal parts, the largest is usually placed at the bottom. Note that the drawer space in A is half the height of the cabinet, the legs are half the height, and the overall width is half the height. At B although the overall dimensions remain the same, a better appearance has been gained by making the top drawer about 2/3 the depth of the lower one. Knobs at the sides instead of center and tapering the legs are important in improving the cabinet.

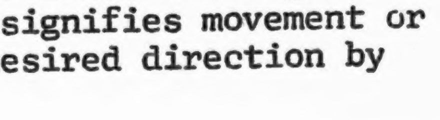
Balance is that quality which makes an object appear to be stable or at rest. Most things in nature are in balance, as the arms and legs of the human body. Anything not in balance appears unstable as if it would fall over any moment or start moving. (1) Formal balance -- a vertical line through the object would divide it symmetrically. (2) Informal balance -- objects or parts of an object appear to be equal because of their relative sizes and positions or tonal values.



Formal Balance
(Symmetrical)

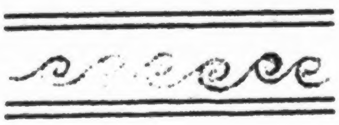


Informal Balance
(Size and Position
are Important)



Balance of
Tone Weights

Rhythm is the repetion of shape, color, or lines which gives distinct character to an object. Rhythm signifies movement or the scheme by which the eye is led in a desired direction by regularly repeated accents.



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UNIT O

MANAGEMENT OF MONEY AND CREDIT

UNIT OBJECTIVES:

1. To develop knowledge and ability in the management process.
2. To develop knowledge of and ability in the use of credit.
3. To develop an understanding of the services that a bank renders as a financing agency.

LESSON PLANS:	(Suggested number of periods)	Page
1. Introduction to management	1½	0-2
2. What is the Language of Credit?	1	0-5
3. Credit, the different kinds and their costs.	1½	0-7
4. How does a bank operate?	1	0-9

TEACHING AIDS:

1. Worksheet for management problem, lesson 1 ---------- 0-4
2. Handout sheet on consumer credit, lesson 3 ---------- 0-11
3. Handout sheet on consumer credit, lesson 3 ---------- 0-12

BIBLIOGRAPHY ---------- 0-14

MANAGEMENT OF MONEY AND CREDIT

LESSON 1: Introduction to management.

OBJECTIVES:

1. To understand the need for management.
2. To develop the ability to apply the management process to a specific problem.

LEARNING EXPERIENCES (MOTIVATION)

1. Participation in and reasoning through a class discussion on management.
2. Solving a problem using the management process.

TEACHING AIDS:

1. Work sheet for management problem (4)

ASSIGNMENTS:

1. None

REFERENCES:

1. Dorthy H. Neufeld, Home Management Specialist, K.S.U., "Use of Resources."

PRESENTATION: Question-answer and supervised study.

1. What is management and what do we need to manage?
    a. Good management is planning the use of resources to achieve maximum satisfaction from them.
    b. The resources that we need to manage may be thought of in three major categories:
        (1) Labor: Time
            Energy -- both physical and mental.
        (2) Personal qualities·
            Ability
            Attitude
            Adjustability
            Initative
            Knowledge
            Skill
        (3) Capital·
            Money
            Material things -- both personally and community owned.

All of these things need to be managed well for the satisfaction of a better way. In this unit we will concentrate on the third major category -- that of capital or money.

2. When we take time to think through the steps of management we can do a better job of using our resources no matter into what category they fall. What would be some things that you would want to consider in managing your resources? What is the "Management Process?"
   a. Observe situation ----- Look at what you are trying to do. Decide whether it is worth your time and effort to change.
   b. Analyze resources ----- Know what you have to work with.
   c. Consider goals -------- Select important things to achieve.
   d. Look for alternatives --Consider ways of reaching goal.

   e. Make decision --------- Select the best way for you.
   f. Carry out plan -------- Make and follow a plan of action toward goal.
   g. Assume responsibility --Accept and live with your plan.
   h. Evaluate results -------Make changes to improve plan when necessary.
3. Let's think through a management process. If you received a $300. gift how would you decide (wisely) to spend it? (give each student a worksheet to use (J- 4). On the following page is a suggested approach to using the worksheet from a family approach:

USE OF RESOURCES - RELATING TO CONSIDERATION OF ALTERNATIVES

What change is the family considering?

Make the best use of $300.00 gift to the family.

Alternatives	Costs - Resources Used	Satisfactions	Appraisal
1. Buy new laundry equipment.	Money - washer and dryer. Management - decide on brand and features needed. - water supply.	Less time and energy in care of clothes. Train daughter in use of equipment. Less household help while wife works outside home.	Old washer is still usable. Children usually help hang clothes. Second Choice.
2. Buy gilts for swine enterprise.	Money - purchase of equipment and feed as well as swine. Time - selecting and buying and establishing the enterprise. Energy - fences, buildings. Management - care of swine.	Start swine enterprise or advance it to produce more income sooner. (Use gift as an investment in the farm business.)	Family living level depends on Farm Business income. The better it produces, the better the family lives. First Choice.

USE OF RESOURCES - RELATING TO CONSIDERATION OF ALTERNATIVES

Make best use of $300.00 gift to the family.

Alternatives	Costs - Resources Used	Satisfactions	Appraisal
3. Buy term insurance to cover indebtedness.	Money - annual payments. Management - decision of Company, etc.	Build more financial security for family if wife must provide for them.	Family security needed, but since the wife is able to be employed, making things easier for them now is more important. Third Choice.
4. Take a vacation.	Money - cost of trip. Time - wife from job. - husband from farm business. Energy - preparing for trip. Management - decision making and planning.	Leisure and relaxation for entire family. Could strengthen family ties.	Good idea when it can be afforded. Other needs are greater now. Fourth Choice.

LESSON 2: What is the Language of Credit?

OBJECTIVES:

1. To define terms relating to the use of credit.
2. To introduce the concept of credit.

LEARNING EXPERIENCES (MOTIVATION)

1. Participation in class discussion of the definitions and nature of credit.

TEACHING AIDS:

None

ASSINGMENTS:

None

REFERENCES:

1. "When You Use Credit", C 335 Kansas State University Extension Services, Aug. 1964

PRESENTATION: Class discussion -- question and answer

1. What is the "balance" in terms of money that you have borrowed from someone?
   a. The amount you still owe on an account at any given time.
2. Who is the borrower?
   a. The person who buys something on time or borrows cash.
3. What is "Collateral"?
   a. The property put up to "secure" a loan. If the loan isn't paid, the lender gets the property.
4. How would you define credit?
   a. Buying things and paying later, or borrowing money and paying later.
5. Do you pay only the money that you borrowed back?
   a. No. There is always a credit charge. This includes interest and other charges such as cost of book keeping, life insurance, and investigation of the person borrowing the money to find what kind of a risk he is.
6. What or who would you describe the "creditor or lender" to be?
   a. The person, store, firm, bank, credit union, or other organizations that lends money, or sells things or services "on time".

7. Sometimes the lender didn't investigate thoroughly enough or the borrower didn't invest his money in such a way that he was able to return it at the proper time. What is the term that we use for this situation?
   a. "Default". Also failure to meet any terms of the contract is considered default.
8. What is an installment?
   a. One of a series of payments to pay off a debt.
9. What is interest?
   a. The amount of money that you pay to use borrowed money.
10. Is the principle a who or a what?
    a. It is a what. -- the amount of money you borrow.
11. Repossession is a legal action where what happens?
    a. The seller takes back goods when the buyer fails to meet payments.
12. Can you afford to use credit?
    a. Figure regular income.
    b. Add all expenses (food, clothing, housing, etc.)
    c. Subtract the amount of money you plan to spend from the amount you expect to make.
    d. Subtract half of leftover amount for savings and emergencies.
    e. The other half would be the largest amount you could spend a month on installments. (without being risky)
13. How credit costs are figured.
    a. Add all costs.
    b. Subtract the cash price of what you actually are buying or borrowing.
    c. The difference will be your dollar cost for using credit.
14. What does the cost of credit depend on?
    a. Who do you borrow from.
    b. Amount of money you borrow.
    c. Length of time you borrow it.
    d. Your ability to repay.
    e. Risk the creditor takes.
    f. What collateral you can offer.
    g. Your reputation for paying bills.
15. What are some of the ways of stating the interest of a loan?
    a. Simple Interest -- usually applies to a single loan payable once a year.
    b. Interest on unpaid balance,
       (1) Make payments on amount borrowed.
       (2) Size of loan gets smaller.
       (3) Interest figured on unpaid balance.
    c. Monthly interest rate.
       (1) Interest rates as percent per month -- made by small loan companies and stores.
    d. Add on interest for installment buying.
       (1) Interest is added to loan.
       (2) Pay interest on money already paid back.
       (3) Make monthly payments.
    e. Interest in advance or discounted.
       (1) Interest charge subtracted from amount of loan.

SUMMARY:

1. If time, let students work on assignment for lesson number 3.

LESSON 3: Credit, the different kinds and their costs.

OBJECTIVES:

1. To become acquainted with the various kinds of business credit forms.
2. To develop an understanding of the methods of using credit advantageously.
3. To acquire the ability to figure interest correctly.

LEARNING EXPERIENCES: (MOTIVATION)

1. Group efforts on part of class to secure information about the various types of credit -- will give members experience in working together on a project as well as act as motivation for learning about credit.

TEACHING AIDS:

1. **Handout** sheets on consumer credit.

ASSIGNMENTS:

1. Three days prior to class meeting divide class into five teams. Assign each team one of the following sources of credit to research and present report on to the class:
   a. Commercial Banks
   b. Credit Unions
   c. Small Loan Firms
   d. Installment Buying
   e. Borrowing on Insurance
   Have each team select a leader, reporter, etc.
   Make this assignment several days before this class meeting.

REFERENCES:

1. Jay L. Treat, "Finance and Credit Plans," Kansas State University Extension Service materials.

PRESENTATION: class members'team reports expanded by class discussion.

1. Very seldom is the time when you will receive a $300. loan. But many will be the times when you don't have enough money to buy what you want or need. We have already seen how we can

decide what our priorities are, but how can we obtain them if we don't have the money on hand?

   a. With credit.

2. What are some important points to remember about the use of credit?

   a. Planning is the key to safe, profitable, and efficient use of credit. Long-term planning of needed personal or business improvements results in efficient systems rather than uneasy situations. It also makes obvious the most important uses of additional credit and makes it possible to plan financing well in advance and arrange for most adapted credit. Annual financial planning through budgets of expected incomes and expenses makes possible:
      (1) Establishment of a line of credit well in advance of need.
      (2) Repayment plans timed to fit your income.
      (3) Orderly credit extension throughout the year with minimum of "red tape."
      (4) Paying of interest only for periods money is actually needed and used.
   b. Credit is a commodity that is bought and sold on a competitive market. It can and should be shopped for.
   c. There are many alternative sources of credit. The one best source depends on you -- your credit needs -- specific loan purpose -- available terms -- your personal characteristics and experience of local lenders.
   d. In selecting credit and lenders look at three important considerations:
      (1) Cost: What is the "actual interest?"
      (2) Terms of the loan?
      (3) Dependability of the lender?

3. What are some of the important sources of credit? -- have teams report.

   a. Commercial Banks -- Loans from commercial banks are available for a variety of purposes, such as medical bills, taxes, appliance and car purchases and home improvements. A personal loan, one arranged on your signature alone if your credit rating is good, is frequently used to finance smaller purchases. Interest rates are usually quoted in discount terms, that is, the interest is deducted at the start of the loan. (The true annual interest rate on a 5% disount loan is nearly 10%). Current nationwide rates for personal loans are between 10 and 16% true annual interest. Many personal loans carry life insurance on the borrower at a small added cost. New-car loans are slightly less costly (8 to 12%) because the car is security for the loan. Banks also will lend money on other collateral such as stocks, bonds or savings deposits at lower rates.
   b. Credit Unions -- Members of credit unions, usually employees of a company or members of fraternal or social groups, can borrow at interest rates of up to 1% a month on the unpaid balance of a loan. True annual interest at 1% a month is 12%. Some charge less. Credit unions mostly handle small loans, but some will finance the purchase of a car.

c. Small Loan Firms -- These usually charge higher interest rates because they lend to borrowers who are greater risks. Loans are mainly small -- less than $1,000, and for a short period. Interest rates, regulated by state laws, can be as high as 36% true annual interest. Interest mostly is calculated as a percentage of the monthly unpaid balance.

d. Installment Buying -- When buying on time, finance charges are included in monthly payments. The cost of an item increases with the time it takes to pay for it. Charges may be 1 to 1½% a month (12 to 18% true interest) on a store revolving charge account or 1½ to 3½% a month (18 to 42% true interest)on an installment contract. It may be more advantageous to borrow money from another source and pay cash.

e. Insurance -- A life insurance policy which builds cash values has a cash surrender value after the first year or so. Up to 95% of this cash value can be borrowed at a true annual interest rate of 5 or 6% . Interest is charged annually. The borrower can repay the loan whenever he wants. If he does not repay it, the loan amount is deducted from the face value of the policy when he dies. Because of the reduced protection, these loans should be considered carefully before being made.

SUMMARY:

1. Handout sheet on consumer credit.

LESSON 4: How does a bank operate?

OBJECTIVES:

1. To develop an understanding of services that a bank renders as a financing agency.

LEARNING EXPERIENCES: (MOTIVATION)

1. Take a field trip to a local bank.
2. Have various students ask the bank representative the points listed below.

TEACHING AIDS:

1. Arrange for the field trip to the bank explaining the items that the students will ask.

ASSIGNMENTS:

1. Give each student a list of the items below and assign to various members of the class the responsibility of asking specific questions about them.

REFERENCES:

None

PRESENTATION: For students to ask of bank representative on bank tour.

1. What is the main source of a bank's income?
2. Of what use are bank safe-deposit boxes?
3. What are the differences between a state bank and a national bank?
4. Identify the parts of a bank number. What do they mean?
5. What is the step by step process of writing a check?
6. What are the various types of indorsements and the purpose of each?
7. How does one establish a credit rating?
8. What are the services offered by the bank?

SUMMARY:

1. Have students suggest high points of the field trip from their notes taken during the trips.

USE OF RESOURCES - RELATING TO CONSIDERATION OF ALTERNATIVES

What change is the family considering?

____

Alternatives	Costs - Resources Used	Satisfactions	Appraisal

KNOWLEDGE AND SKILL IN BUYING AND FINANCING

- Your shopping isn't complete until you pay for the goods and services purchased.
- You have the opportunity to choose between different methods of paying.
- You can pay cash, or use numerous forms of credit.
- Credit costs money:

-- Know how much credit you can afford.

-- Shop for the lowest interest rate.

-- Borrow the least you need, not the most the lender will allow.

-- When you buy on time, remember, in effect you are borrowing money, so

You have to shop for the lowest prices for merchandise or services , and
You have to shop for the lowest interest cost for the money.

-- Compare final costs from sources available to you. When you know the facts, you can see which is the best deal for you. You must decide if having the item now is worth the carrying charges, or if you could wait to save at least enough for a large down payment.

A COMPARISON OF CREDIT COSTS FROM DIFFERENT SOURCES TO FINANCE $150.00 Clothes Dryer for a Year

Source of Credit	Amount to Finance	12 Monthly Payments of	Total to Repay	Credit Rate	True Interest Rate
Appliance Store	$150.00	$13.83	$166.00	$16.00	19%
Bank Loan	$150.00	$13.32	$159.75	$ 9.75	12%
Small loan Company	$150.00	$13.95	$167.40	$17.40	22%

NOTE: The difference in $ cost of a $150.00 loan is only 63¢ a month if we get the money for 12% instead of 22% interest. This may not seem like important money -- however think of this: If you pay 6% instead of 7% interest on the purchase of a home --a $15,000 loan - the difference of that 1% over the life of a 25-year loan would come to more than $3500. That's almost enough to send $100. a month to a child in college for 4 years. So 1% interest could mean the difference in a college education and not getting one.

Some common types of Consumer Credit -- each of which have advantages and disadvantages.

KIND	COST	CONSIDERATIONS
Charge accounts	No carrying charges.	* Convenient, allows phone, mail, or personally shopping in store. * Monthly statements-one check for purchases. * May get better service. * May establish your credit. * May be too convenient-encourage overspending. * May not shop around or compare prices. * Allows you to take advantage of sales. * Needs management.
Revolving Accounts	1% to 1½% on unpaid balance each month. This amounts to 12-18% true interest. No charges if paid in full within certain date of bill.	* Maximum amount you may owe at any one time is specified by store. * You agree to pay certain amount each month. * Encourages use of credit for small purchases usually bought for cash. * May not shop around or compare prices. * May be too convenient. * Needs management. Ask self: Was I going to buy this item anyway? Does it fit into our spending plan? Can I pay for it in the no-interest period? What interest will I be charged if I don't?
Installment Sales	As indicated in terms of agreement. You should know $ cost % true interest	* Used for buying costly items that you want to use while paying for them. * Payment period is usually a year or longer. * There is a contract stating terms of payment , finance charge, additional fees, and your obligation. KNOW and UNDERSTAND this contract. LEARN to figure ture interest rate. Make payments as agreed.
Cash Loans	Determined by: Size of loan Credit standing Collateral Risk to Lender	* Firms which make high risk loans usually charge high rates of interest. * Interest rates are not the same everywhere. Shop for best rates. * Many times a cash loan will cost less than an installment or revolving account. COMPARE COSTS.

MANAGEMENT OF MONEY AND CREDIT

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UNIT P

PRINCIPLES OF MANAGEMENT

UNIT OBJECTIVES:

1. To gain a general knowledge of management terminology and principles.
2. To investigate management opportunities with related training programs.
3. To compare business management with personal life management.

UNIT CONTENTS (5 PERIODS):

1. Introduction to Management (Period 1)-------------------- P-2
2. Personal Management (Period 2)--------------------------- P-3
3. Opportunities in Management (Periods 3 and 4)------------- P-5
4. Case Problems of Management (Period 5)------------------- P-7
5. Teaching Aids-- P-9

BIBLIOGRAPHY-- P-17

LESSON 1: Introduction to Management

OBJECTIVES:

1. To understand terminology used in management.
2. To understand some of the basic problems of management.

LEARNING EXPERIENCE (MOTIVATION):

1. Gaining a working knowledge of management terminology through the study of definitions and the discussion of management.
2. Understanding problems of management by discussing factors which cause or lead to problems.

TEACHING AIDS:

1. Hand-out sheet 1.
2. University of Minnesota *Student Manual for Occupational Relations*.

ASSIGNMENTS:

1. Define terms listed on hand-out sheet 1.
2. Be prepared to discuss basic problems of management during Lesson 1.

REFERENCES:

1. *Student Manual for Occupational Relations*, Minneapolis: University of Minnesota, 1959, pp. 149-155.
2. *Your Opportunity in Management*, New York: National Association of Manufacturers, 1948, pp. 3-7.
3. Earl P. Strong, *The Management of Business*, New York: Harper & Row, 1965, pp. 3-16.
4. Dalton E. McFarland, *Management Principles and Practices*, New York: The Macmillan Company, 1958, pp. 2-22.
5. Charles E. St. Thomas, *Practical Business Planning*, New York: American Management Association, 1965, pp. 20-28.

PRESENTATION: (Lecture, conference)

1. Discuss definitions prepared by students in hand-out sheet 1. Provide correct definitions when needed.
2. Discuss management -- consists of people engaged in the process of guiding, directing, supervising, leading, deciding, planning, and creating.
3. Briefly, what a manager does: plans, organizes, motivates, directs, and controls.

4. The six M's that are managed by a manager: Men, Money, Materials, Machinery, Markets, and Minutes.
5. General problems of management:
    - a. Raising capital - financial
    - b. Employing resources - personnel and machinery
    - c. Achievement of profitable operations
    - d. Assumption of risks
    - e. Legal matters
    - f. Unions
    - g. Government regulations
6. Specific problems of the manager:
    - a. Getting several individuals in a group.
    - b. Giving them something definite to do.
    - c. Guiding them so they get the job done in shortest time, with least effort, and with greatest harmony.
    - d. Taking responsibility for results.
7. The "basic-five" common managerial problems:
    - a. Bringing out new products ahead of competition.
    - b. Locating and retaining capable people.
    - c. Encouraging lower managerial echelons to accept delegated authority.
    - d. Keeping aware of major happenings within the business.
    - e. Integrating the work of all functions into a cohesive whole.
8. Responsibilities of management in a large retail business (according to five major divisions):
    - a. Merchandising division
    - b. Sales promotion or publicity division
    - c. Store operation or maintenance division
    - d. Finance and control division
    - e. Personnel division

SUMMARY:

1. Ask students to define several of the important terms listed in hand-out sheet 1.
2. Give a brief summary of what a manager does. ANSWER: He plans, organizes, motivates, directs, and controls.
3. What are several common problems a manager must solve? ANSWER: See paragraphs 5 through 7 for problems discussed in class.

LESSON 2: Personal Management

OBJECTIVES:

1. To emphasize the importance of management in everyday life.
2. To compare management in personal life with management in business.
3. To discuss organization of a retail business.

LEARNING EXPERIENCES:

1. Realizing the importance of personal management by making a personal financial plan before class and discussing it during this lesson.
2. Understanding that the principles of business management also apply to personal management by comparing basic problems of both types of management.

TEACHING AIDS:

Student hand-out sheets 2 and 3.

ASSIGNMENTS:

1. Prepare personal budget on Hand-out sheet 2.
2. Prepare plan to establish an individual proprietorship business with a given amount of capital.
3. Be prepared to discuss problems of management of the individual proprietor.
4. Prepare in class a chart comparing advantages and disadvantages in areas of management of individual proprietorship, a partnership, and a corporation.

REFERENCES:

1. Your Opportunity in Management, New York: National Association of Manufacturers, 1948, pp. 5-32.
2. Lyman A. Keith and Carlo E. Gubellini, Introduction to Business Enterprise, New York: McGraw-Hill Book Company, 1962, pp. 59-75.
3. J. K. Lasser, Business Management Handbook, New York: McGraw-Hill Book Company, 1952, pp. 3-33.

PRESENTATION (Conference, Practical work):

1. Discuss personal budgets (hand-out sheet 2).
2. Relate personal budget items to business management items.
3. Discuss organizing a retail business following hand-out sheet 3. This plan to be completed out of class and handed in before start of Lesson 5.
4. Discuss advantages and disadvantages of the three types of business organization.
5. Have students prepare charts of advantages and disadvantages of the business organizations discussed above.

SUMMARY:

1. Summarize main points of lesson.
2. Discuss charts prepared by students.

LESSON 3 and 4: Opportunities in Management

OBJECTIVES:

1. To acquaint the student with job opportunities in management.
2. To study the opportunities and duties of several specific management jobs and to learn procedures for studying other opportunities of management.
3. To plan a training program that will qualify the student for the job he selects.

LEARNING EXPERIENCES:

1. Gaining a knowledge of management opportunities by studying current publications and discussing in class.
2. Understanding more thoroughly a specific management job by constructing a flow chart of duties related to that job.
3. Determining and understanding qualifications for management by preparing a training program for a specific management job.

TEACHING AIDS:

1. Student hand-out sheet 4.
2. Overhead projector with transparencies of management jobs.

ASSIGNMENTS:

1. Students prepare list of job opportunities in the field of management.
2. Students prepare a flow chart of duties concerning a specific management job in an area of their interest.
3. Students prepare a list of common qualifications for jobs in management.
4. Students prepare a training program to meet the qualifications for a job in management.

REFERENCES:

1. Your Opportunity in Management, New York: National Associatio of Manufacturers, 1948, pp. 6-29.
2. James M. Murphy, ed., Handbook of Job Facts, third edition, Chicago: Science Research Associates, 1963, pp. 50-53.
3. Walter James Greenleaf, Occupations and Careers, New York: McGraw-Hill, Inc., 1955, pp. 202-216.
4. Earl P. Strong, The Management of Business, New York: Harper and Row, 1965, pp. 3-53.

PRESENTATION:

1. Managers are needed in all fields of work.
2. Management is a newly-regarded profession.
3. Examples of managerial jobs (a transparency can be developed for this presentation):
    - a. Own business
    - b. Retail or wholesale business
    - c. Buyers or department heads
    - d. Advertising agent
    - e. Industrial traffic supervisor
    - f. Officials of societies, unions, lodges, etc.
    - g. Office and building supervisors
    - h. Restaurant manager
    - i. Theater manager
    - j. Public officials
    - k. Hotel manager
    - l. Others available locally

Note: Managerial jobs related to fields of work the students are interested in should be discussed in detail. These fields should be assigned to interested students for assignment 2 above.

4. Various departments essential to a manufacturing business (the larger the business, the more complex each of these departments and the greater the managerial requirements):
    - a. Legal
    - b. Financial
    - c. Purchasing
    - d. Production
    - e. Industrial relations
    - f. Research
    - g. Sales
    - h. Advertising
    - i. Public relations
5. Personal qualities necessary for management (distribute hand-out sheet 4):
    - a. Drive
    - b. Friendliness
    - c. Leadership
    - d. Judgment
    - e. Decision
    - f. Vision
    - g. Effective expression
    - h. Character
6. Preparation for management - education is foundation.
7. Essential factors for success in management:
    - a. Top personal qualities
    - b. Technical knowledge
    - c. Practical experience
8. Suggestions for a young manager:
    - a. Learn to win both the friendship and respect of your employees.
    - b. Build a reputation for doing your job right.

c. Be slow to criticize.
d. Although you are a "boss", to be successful you must serve:
    (1) your customer
    (2) your investor
    (3) your employee
    (4) your community
    (5) your industry

9. A training program for a management position should:
    a. Develop personal qualities necessary for management.
    b. Provide technical knowledge.
    c. Provide practical experience.

SUMMARY:

1. What type of persons can most successfully manage a business of his own? ANSWER: A person who has gained top personal qualities and has the technical knowledge and practical experience in his field of business.
2. List some of the management jobs available at the present time. ANSWER: As discussed in class or as listed in paragraph 3 of presentation.

LESSON 5: Case Problems in Management

OBJECTIVES:

1. To review material presented in this entire unit.
2. To apply knowledge learned to solving case problems.
3. To discuss student plans for starting of a business.

LEARNING EXPERIENCE:

1. Reviewing terminology and principles by answering questions and discussing these points in class.
2. Understanding principles of management by studying case problems and determining a solution for each case.
3. Gaining a better understanding of management by discussing plans for organizing a business.

TEACHING AIDS:

1. Hand-out sheets 5, 6, 7 and 8.
2. Overhead projector with blank transparencies of hand-out sheet 6.

ASSIGNMENTS:

1. Answer questions in hand-out sheet 5.

2. Prepare solutions for problems given in hand-out sheets 7 and 8. Follow format provided in hand-out sheet 6.
3. Finalize plan for organizing a business (assignment given in lesson 2), bring plan to class, and be prepared to discuss solution.

REFERENCES: All references listed in Bibliography.

PRESENTATION: (Practical work)

1. Review unit by discussing hand-out sheet 5.
2. Study of case problems. Allow students to solve during the class period. Provide blank transparencies of solution format to students for showing solutions to class during discussion.
3. Discuss several plans submitted for organizing a business (assignment given in lesson 2)

REVIEW:

1. Review conducted with hand-out sheet 5.
2. Summarize main teaching points of each lesson.
3. Answer any questions concerning case problems and the plans submitted for organizing a business.

TEACHING AIDS: Hand-out Sheet 1 (paragraph 1 of Lesson 1)

Define the following terms:

1. management
2. manager
3. director
4. supervisor
5. counselor
6. organize
7. responsibility
8. public relations
9. employee
10. employer
11. wages
12. salary
13. services
14. agent
15. customer
16. industrial relations
17. budget
18. applicant
19. personnel
20. interview
21. executive
22. production
23. comptroller
24. proprietor

TEACHING AIDS: Hand-out Sheet 2 (paragraph 1 of Lesson 2)

Personal Financial Plan

	My income and expenses last month	My plan for next month
Gross Pay		
--Payroll Deductions		
+Any Other Income		
=Net Monthly Income		
Food		
House Operation		
Clothing		
Shelter		
Transportation		
Personal Advancement		
Total Monthly Expenditures		
+Total Monthly Savings		
=Net Monthly Income		

TEACHING AIDS: Hand-out Sheet 3 (paragraph 3 of Lesson 2)

FACTORS TO BE CONSIDERED BEFORE OPENING A STORE FOR YOURSELF

I. Personal Factors
  A. Personality
    Do I like people and get satisfaction in serving them?
    Do I like merchandise and know a bargain when I see one?
    Do I find it easy to make important decisions every day?
    Am I happy working for the public, rather than for a single boss?
    Am I courteous, even-tempered, clean, hard-working, ambitious?
    Do I possess the necessary skills, such as good English and accurate arithmetic?
  B. Experience
    Have I specialized in the line of goods I want to sell?
    Do I know the major sources of supply and distribution?
    Have I managed a similar store of the type I want to open?
  C. Training
    Did I take formal retail training in high school, college, or night courses?
    Will I be willing to continue to learn and to keep abreast of the new developments in my line?

II. Retailing Factors
  A. Kind of store
    Will it satisfy a real customer need:
    What type of merchandise shall I handle? What price line shall I adopt.
  B. Store personality
    Will I offer credit, delivery, and other services?
    What will be the outstanding reason for customers patronizing the store?
  C. Capital
    How much capital will be needed for merchandise, for real property, and for reserve?
    Where will I get this money?
    How will I pay it back?
  D. Location
    What locality has the greatest need for my store -- A residential neighborhood? A semibusiness section? A downtown section? A suburban shopping section?
  E. Building -- equipment -- layout
    Is the building the proper size?
    Can I get the building for the right length of time?
    What repair or alteration is necessary for accommodating the merchandise, equipment, and layout I want?
  F. Organization
    How much help will I need for the buying, selling, operating, and control activities?
    What will be the duties and responsibilities of my workers?

TEACHING AIDS: Hand-out Sheet 4 (paragraph 5 of Lessons 3 and 4)

Personal qualities necessary for success in management.

DRIVE--a modern word for old-fashioned ambition and hard work.

FRIENDLINESS--the ability to get along with other people. Learn to like and be interested in all kinds of people and their ideas.

LEADERSHIP--use authority to guide. Look for opportunities to be a leader.

JUDGMENT--ability to reason.....to draw conclusions from a collection of isolated facts.

DECISION--take a stand after studying the issues.

VISION--set a goal and use imagination to find products, methods, and ideas to aid in achieving this goal.

EFFECTIVE EXPRESSION--use effective methods of communication.

CHARACTER--reflected in the actions of the company and the quality of the products.

TEACHING AIDS: Hand-out Sheet 5 (paragraph 1 of Lesson 5)

Questions:

1. What is management?
2. What qualifies you as a manager?
3. What are the basic managerial functions?
4. What is meant by "managerial levels"?
5. How does management apply to the individual?
6. How does management apply to business?
7. What is meant by organization in management?
8. Explain "assignment" in management.
9. What are the " 6 M's" of management?
10. What would you include in a management-training program?
11. What are the career possibilities in management?
12. How can you apply management to personal budgeting?
13. Which division of management is concerned primarily with the employees?
14. Do you think that it is just as important for girls to plan and prepare for their careers carefully as it is for boys? Why or why not?
15. Do you think students who are not going to college should be permitted to take only courses that are directly related to an occupation? Why?

TEACHING AIDS: Hand-out Sheet 6 (paragraph 2 of Lesson 5)

Outline for problem solution.

Problem: ____

____

____

____

Facts given: ____

____

____

Cause or causes of problem: ____

____

____

Procedures: ____

____

____

Method of solution: ____

____

____

TEACHING AIDS: Hand-out Sheet 7 (paragraph 2 of Lesson 5)

CASE PROBLEMS IN MANAGEMENT

1. The safety engineer has studied the problem of safety in your department and has prepared a report which he sent to the production manager. The production manager sent a copy to you for co-ordination purposes whereupon the safety engineer has taken upon himself the authority for enforcing very strictly the safety rules which he made up in his report. Your subordinates resent his strict enforcement and become antagonistic. The accident rate increases. The safety engineer holds you responsible and accountable for the situation, saying it is your fault.

2. A typist under your supervision comes to you and tells you that a typist on the following shift does not follow directions in continuing the job started by your typist, but changes the job around so as to perform only the easy functions. Your typist says that she has spoken to the second-shift typist about the problem several times. The second shift is in the charge of a supervisor who is on the same authority level as you.

3. Other managers and yourself send periodic control reports to your supervisor on the progress of your jobs. Upon receipt of the reports, your supervisor calls coordination meetings, at which he takes up the problems which the reports suggest. Your associates are inclined to emphasize the favorable aspects and to not report the unfavorable aspects. You try to give a factual picture of your department. Your supervisor combines these reports for top management. Thus your department looks bad.

TEACHING AIDS: Hand-out Sheet 8 (paragraph 2 of Lesson 5)

CASE PROBLEMS IN MANAGEMENT

1. You are the head of the staff department which sends various reports to line activities. You are responsible for all information given out in the reports. The chief of a line department is continually telephoning your men for information before it is completely verified and approved by you. Your men often pass information to him becuase he is in a position to make their functions of collection, organizing, and presenting data more easy or difficult.

2. You are in charge of a section of a large accounting department. One of your functions is to provide other departments with cost reports to help them plan and control expenses. One of your subordinates is always avoiding the channels of communication by getting information from your boss when he could have obtained the same information from you. Your subordinate is agressive by nature. He wants to mingle with higher management. Your boss told you this on one occasion while you were conferring with him.

3. You are the supervisor of a staff activity which analyzes results and compares results to standards and plans. Such a control activity is helpful to your boss, who is top management. Frequently he enters your office and gives orders to your subordinates. As a result your men are confused and they want to know who is boss. Your boss thinks that he is helping your activity.

4. Your boss has announced that he intends to appoint an assistant. You along with five other men are being considered. All of you have an equal chance. According to the boss, the job will go to the best man--the man who takes for himself the most responsibility and authority. The boss will not define your present responsibilities and authority. Many times you have mentioned the need for clarification, but he says that he is not interested in textbook argument. And the forthcoming assistantship is no exception to his beliefs.

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Mobilization Management for Changing Times, New York: National Association of Manufacturers.

Your Future Is What You Make It, New York: National Association of Manufacturers.

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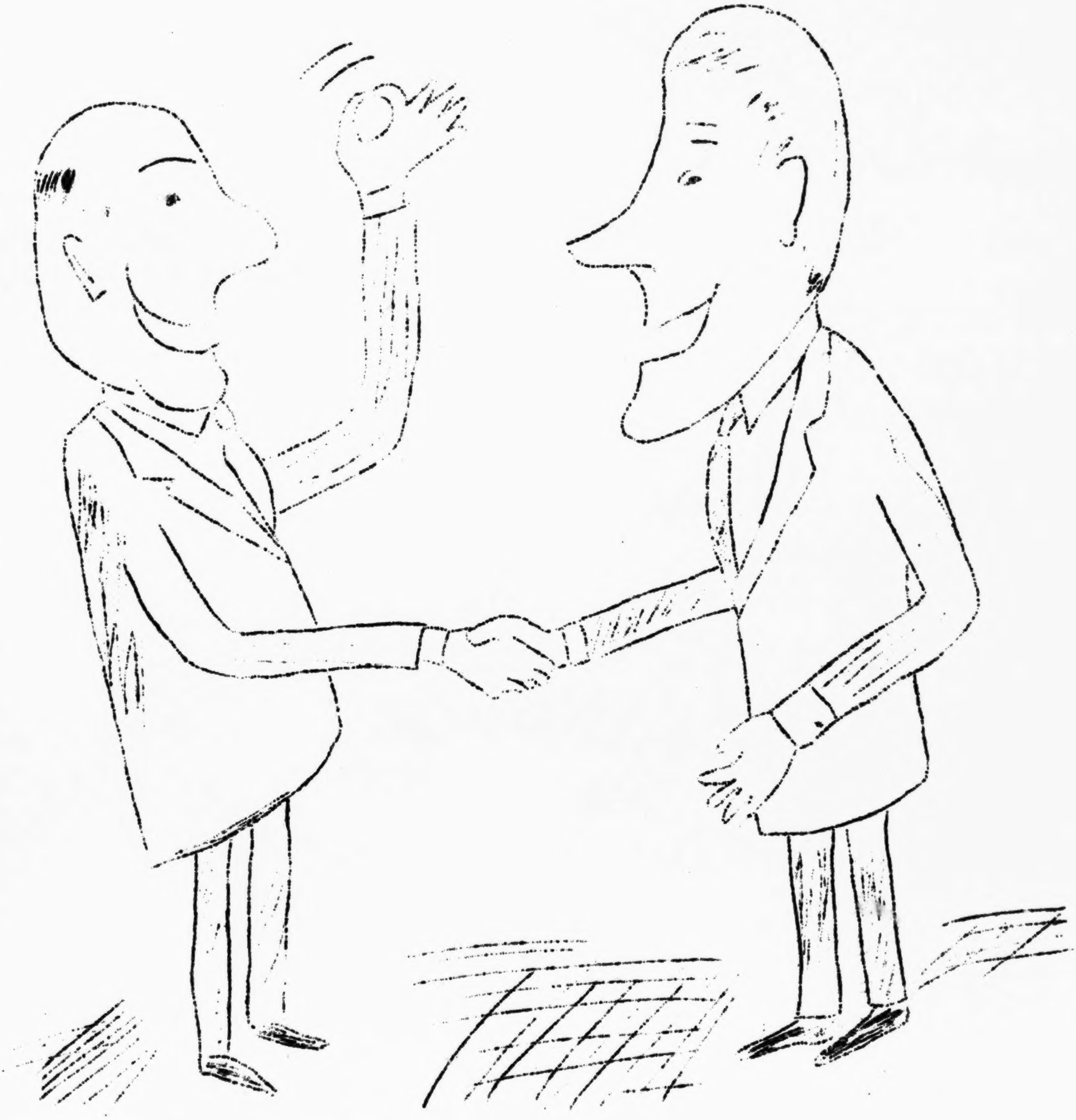


EMPLOYER – EMPLOYEE

RELATIONSHIP

UNIT Q

HUMAN RELATIONS; EMPLOYER - EMPLOYEE RELATIONS

UNIT OBJECTIVES:

1. To develop sensitivity to human needs and feelings.
2. To understand the ideal of the dignity and worth of the individual.
3. To give faith that man has the ability to solve common problems through the process of thinking.
4. To understand the importance of living and /or working harmoniously with those people who are a part of a person's group.
5. To recognize and tolerate man's struggle to attain fulfillment of his basic needs.
6. To be concerned about the welfare of others and not only one's own interest.
7. To learn to accept the uniqueness of others and to feel secure about oneself.
8. To realize what employers expect of employees and what employees may expect of employers.
9. To develop attitudes and characteristics necessary for good employer - employee relations.
10. To see the relationship between job success and a satisfactory relationship with the employer.
11. To understand the importance of good communication between employer and employee.

UNIT CONTENTS:

LESSON PLANS: Number of periods Page

1. Introduction to Human Relations ---------------- 1 -- Q-2
2. Co-worker Relations ---------------- 1 -- Q-4
3. Problem Solving in Human Relations ---------------- 1 -- Q-7
4. Co-worker Relations Among Employees ---------------- 1 -- Q-8
5. The New Worker ---------------- 1 -- Q-10
6. Expectations of Employers and Employees---------------- 1 -- Q-12
7. Problem Solving in Employer - Employee Relations --- 1 -- Q-14
8. Resource Speakers ---------------- 1 -- Q-15
9. Legal Rights of Employees/ Terminating Employment -- 1 -- Q-15

TEACHING AIDS:

1. Cartoon Drawing ---------------- Q-18
2. Handout sheet, "I Want a Worker." ---------------- Q-19
3. Case Problems for Human Relations ---------------- Q-20
4. Hand out sheet, "Are You Grown Up?" ---------------- Q-20
5. Case problems for Employer - Employee Relations --------- Q-21

BIBLIOGRAPHY ---------------- Q-22

HUMAN RELATIONS; EMPLOYER - EMPLOYEE RELATIONS

LESSON 1: Introduction to Human Relations

OBJECTIVES:

1. To understand basic human needs.
2. To understand the fundamental ideas which underlie human relations.

LEARNING EXPERIENCE:

1. Achieve the following through class participation and discussion
2. An individual is not at peace with himself until he has realized and attained his basic human needs
3. Human dignity underlies all human relations
4. An understanding of human relations prepares students for job success

TEACHING AIDS:

1. Cartoon drawing of worker and boss in which a break-down of human relations has occurred, page Q-18
2. Black board
3. Film, "By Jupiter" (25 minutes), Bibliography, page Q-22

ASSIGNMENTS:

1. Study pages 60 - 66 in Minnesota Student Manual for Occupational Relations
2. Study pages 16 - 25 in Missouri General Related Study Guide

REFERENCES:

1. Davis, Human Relations at Work, pp., 3 - 19.
2. General Related Study Guide, University of Missouri.
3. Growing Up Emotionally, Science Research Associates.
4. Willey and Strong, Group Procedures in Guidance.

PRESENTATION: Lecture and class discussion.

1. Show cartoon drawing of worker and boss on page 18. Have you seen a situation similar to the one depicted here? What is happening?
   a. Inability of co-workers or worker and boss to get along.
2. Cartoon illustrates one of the main reasons people fail at their jobs.--They are unable to get along with other people. The ten lessons in this unit will consider the fundamentals of human and employer - employee relations. Job success to a large extent depends on understanding and practicing these fundamentals.

3. Present the two principle reasons for inability to get along with others
    a. The lack of understanding of the fundamentals of good human relations.
    b. Poor or immature personality traits.
4. Reason for studying human behavior in a commonalities course.
    a. Business is a social system composed of people.
    b. Knowledge of human behavior will help students get along better with co-workers and boss.
5. Some of the basic needs of individuals are as follows:
    a. Physical needs are:
        (1) water
        (2) food
        (3) shelter
    b. Non-physical needs
        (1) Need for security (both physical and emotional)
        (2) Need for achievement
        (3) Need to belong
        (4) Need for prestige and recognition
        (5) Need for approval
        (6) Need for self-realization
        (7) Need for new experiences and self-expression
        (8) Need for freedom from conflict
6. Discuss with students an example of each of these needs.
7. An individual is not at peace with himself until he has achieved, realized or attained these needs. When realization is there, but nothing is being done, toward attainment, there is a state of frustration.
8. Ask students to give examples of frustration.
9. Refer to the Cartoon presented to the class at the first of the period. Ask the class to suggest ways that these persons' needs or drives have not been recognized.
10. Individuals have basic drives which must be met. These are as follows:
    a. To remain alive as a happy individual.
    b. To better oneself.
    c. To achieve maturity.
    d. To become independent.
11. Because individuals live and work in groups, their personal needs are primarily realized to the degree that they are in harmony with their associates. Most needs are satisfied through social relationships with others.
12. Human relations in business is defined as the integration of people into a work situation in a way that motivates them to work together productively and co-operatively, with economic, psychological, and social satisfaction.
13. The fundamental ideas which underlie human relations are:
    a. Human Dignity. Underlying all human relations is human dignity. This idea recognizes that business exists for people rather than his production; the customer comes first, instead of his purchase; and so on. People want to be treated with respect and dignity. They respond best when so treated.
    b. Motivation. Motivation exists when a person wants to do something. Motivation is the businessman's stock-in-trade. It

is the basis by which he gets things done through people. Although he is trying to get something done he still remembers that people want to be treated with respect and dignity.
   c. Individual Differences. Each man is unique. From day to day, the people, things, and events with which he comes into contact make him even more different, because they constitute a part of his experience. Individual differences require that justice and rightness with employees shall be individual and not a standard, across the board, statistical way of dealing with them.

14. Prepare class for showing film "By Jupiter".
    a. Ask the students to look for points that have been made in class.
15. After showing the film, allow the students to comment on it. Did they get the point the film was trying to make?

LESSON 2: Co-worker Relations

OBJECTIVES:

1. To recognize the importance of good co-worker relations
2. To understand that a person's needs are met and/or frustrated on the job as well as in his personal life.
3. To enable a student to evaluate human relations with respect to his environment.

LEARNING EXPERIENCES:

1. To develop an appreciation of differences in behavior and their causes through discussion
2. To understand the character traits which are respected on the job through class discussion.

TEACHING AIDS:

None

ASSIGNMENTS:

1. Respond to "Friendliness" test on page 22, Missouri University's General Related Study Guide.

REFERENCES:

1. Menninger, William C., Growing Up Emotionally, Science Research Associates.
2. Missouri University, General Related Study Guide.
3. Science Research Associates, What Are You Afraid Of.

PRESENTATION:

1. In almost every human pursuit we work as individuals in a group. Our success in these endeavors is vitally affected by our relations with the other members of the group. It is therefore very necessary for us to learn to understand people and to develop skill in getting along with them. From the point of view of business, we must remember that the success of the business depends on the cooperation of its employees with respect to their jobs.
2. Ask students what they think is important in getting along with their fellow workers.
3. Present to the students, the following questions regarding co-worker relations. Ask students to think of examples of each.
   *a. Are you willing to help the other fellow?
      (1) Almost everyone appreciates the interest and respect shown when they are given help by another.
   b. Are you willing to go halfway to be friendly?
      (1) Friendliness is contagious. Another worker is more likely to respond in a friendly way if you set a good example.
      (2) Refer to "Friendliness" and General Related Study Guide. Allow students to respond to them in class.
   c. Do you show annoyance on slight provocation?
      (1) Nervousness is a reflection of a state of mind. It is an indication that the individual's mind is not calm and assured. Some reasons for nervousness are as follows:
         (a) worries, extra burdens at home
         (b) worries on one's personal life
         (c) failure to accept responsibility or difficulty in accepting responsibility
         (d) fear of making mistakes
      (2) We are failing the other members of our work team if we pass on our nervousness to them.
      (3) Try to help a co-worker who is doing something in the wrong way by giving him friendly, patient, and courteous help. It is well not to dwell on mistakes. Try to show consideration. Remember everyone has a need for approval and a need for achievement.
   d. Do you bear a grudge?
      (1) In living and working with other people, it is inevitable that we get our feelings hurt once in a while. We have several choices that we can make when this happens.
         (a) We can talk about it and forget it (with the worker who has offended us)
         (b) We can ignore it and forget it
         (c) We can dwell on the incident and "bear a grudge"
      (2) Bearing a grudge is the worst choice. It is not constructive. It will not contribute to good co-worker relations.

* Questions taken from General Related Study Guide, Missouri University

(3) To bear a grudge may cause a person to seek revenge and to get into trouble.

e. Do you try to be fair?

(1) Cooperation won is more powerful and lasting than obedience demanded.

(2) Ask yourself if you would be willing to do what you are asking your fellow worker to do. Perhaps this way will serve as a guage for determining fairness.

f. Do your conversations include the good or the bad qualities of others?

(1) It is far healthier for us to look for and mention the good qualities in others than to look for the bad.

(2) Remember the way that you like to be regarded by others.

(3) Strive to be tolerant of differences in other people.

g. Do you think only of your own interest?

(1) Show your interest in what others have to say. Every one appreciates having another person listen to his ideas.

(2) You may not agree with another worker's point of view, but he does have a right to express it.

(3) Remember that being tactlessly blunt or frank may hurt your fellow workers' feelings. It may also hinder communication between you and your co-worker. Try to develop the ability to be courteous and tactful in expressing your opinions.

(4) Never take credit for ideas which are not your own. It pays to give credit where credit is due.

h. Do you take yourself too seriously?

(1) While it is important to accept and fufill the responbilities of our job, we must assume responsibility for those duties that clearly do not belong to us. Our coworkers have responsibilities,too. We can add to the pleasant atmosphere of our work environment by being friendly and fun as well as business-like.

i. How much do you value your integrity?

(1) Integrity can be defined as "upright character."

(2) The characteristics of a person of integrity are as follows:

a. He is honest in his dealings with others

b. He keeps his word, or makes an explanation when he cannot

c. He does not stoop to mean acts

d. He is not easily led by others -- he has a mind of his own and knows how to make it up.

e. He is not afraid as long as he feels he is in the right

f. He is respectful and even reverent when the occasion demands

g. He is courteous and considerate of others

4. Additional things to remember in trying to get along with fellow workers:

a. A difficult home or personal situation may cause an employee to respond to his job and fellow employees on a particualr day, week, etc., in a hostile way. Avoid making a snap judgment about this behavior and try to understand the reason for it.

(1) Ask students to think of ways they might handle a situation like this.

b. All persons have different growing up experiences. Because of these experiences, they may behave in a different manner than you do. Try to understand that your co-workers react in a different manner than you do because of the following:

(1) Home background
(2) Ambitions
(3) Education
(4) Skills
(5) Religious training
(6) Tastes

5. Relate the needs and desires common to all workers to an individual's basic needs, Page Q-3.
6. How can these needs be met?
   a. Satisfaction of performing a job well done
   b. Praise and sincerity
   c. Receiving fair and equal treatment

SUMMARY:

1. Why is it important that you get along with your fellow workers?
2. What is meant by tact? Integrity?
3. Why do some co-workers react to situations differently than you do?
4. How are some of an individual's basic needs met in a work situation?

LESSON 3: Problem Solving in Human Relations

OBJECTIVES:

1. To realize that man has the ability to solve common problems through thinking

LEARNING EXPERIENCE

1. To gain experience in handling difficult problems through group problem-solving techniques.

TEACHING AIDS

1. Problems for students to solve, page Q-20.

ASSIGNMENTS:

1. Each student participates in a problem solving group.

REFERENCES:

1. Willey and Strong, Group Procedures in Guidance, pp. 303-306.

PRESENTATION: Class participation in problem solving

1. Prepare the class for problem solving session.
2. Divide the class into five groups. Give each group a different case problem to study and to determine possible solutions.
3. Help them think about how this assignment should be attacked.
    a. They will need to determine what the particular problem is in their situation.
    b. What are the ways in which the problem might be solved?
    c. What outcomes might be expected?
    d. Each member of the group contributes to the solution on the basis of his own knowledge or experience.
    e. The members of the group analyze the information that is presented.
    f. The members of the group decide on possible conclusions.
4. Have each group select a chairman to control discussions and a recorder to write the solutions decided upon by the group.
5. Allow fifteen or twenty minutes for solving the case problems.
6. Allow five to ten minutes for each recorder to report their problem and solutions to the class.
7. See page Q-20 for samples of problems for class solution.

SUMMARY:

1. Encourage the class to generalize about the solutions they have made to the problems. What principles of human relations are therein expressed?

LESSON 4: Co-worker Relations Among Employees

OBJECTIVES:

1. To understand the need for working harmoniously with co-workers
2. To understand that each individual worker is responsible for establishing a pleasant "work climate."

LEARNING EXPERIENCES:

1. Co-worker relationships as seen by an employer, resource visitor.
2. Discussion of important concepts of co-worker relations.

TEACHING AIDS:

1. Resource speaker, "Co-worker Relations Among Employees"
2. Self test, "Getting Along With People", page 24, Missouri University, General Related Study Guide

ASSIGNMENTS:

1. Respond to self inventory, "Getting Along With People," in class.

REFERENCES:

1. Missouri University, General Related Study Guides

PRESENTATIONS:

1. Introduce a guest speaker from the community, an employer with experience in co-worker relations. The topic might be "Co-worker Relations Among Employees." (15 to 20 minutes)
2. Encourage students to ask questions about the topic.
3. If the following has not been emphasized in the resource speaker's talk, present the following for discussion:
   a. Your physical surroundings at work, the working conditions in your place of employment, and the people with whom you work make up your job environment or the "work climate." Approximately one-third of your daily life is spent in this "working climate." Therefore, part of a worker's responsibility is to maintain a pleasant working climate. **What are** some ways that this might be done?
      (1) Refrain from getting involved with gossip
      (2) Avoid mud-slinging and fault-finding
      (3) Think and speak well of your co-workers
      (4) Do not involve yourself in problems with which you have no business
4. Discuss the subject "Winning the Respect of Your Co-workers"
   a. Excel in what you do.
   b. Don't be afraid to accept guidance from a fellow worker who is more experienced than you. (If it is not in contradiction to the directions of your employer.)
   c. However, guard against being too dependant.
   d. Learn to adjust to strangers.
5. Ask students to respond to test, "Getting Along With People." See page 24 of the Missouri University General Related Study Guide.

SUMMARY:

1. Discuss the points made by the speaker.
2. What are some of the ways a new employee can win the respect of his co-workers?
3. How can an employee avoid being the precipitator of ill will in his "work climate."

LESSON 5: The New Worker

OBJECTIVES:

1. To understand emotions and to have regard for the emotions of others.
2. To understand some of the social problems of beginning workers.

LEARNING EXPERIENCES (MOTIVATION):

1. Understanding and handling emotions is a sign of maturity.
2. Some realization of what uncomfortable feelings are to be expected with a new venture such as starting a new job, through a film and class discussion.

TEACHING AIDS:

1. Film, "The Bright Young Newcomer" (7 minutes)
2. Handout sheet, page Q-

ASSIGNMENTS:

1. Complete handout sheet in class, page Q-

REFERENCES:

1. Peterson, Successful Living, pp. 66 - 77.
2. Menninger, "Growing Up Emotionally".

PRESENTATION: Lecture, Class discussion, film.

1. Prepare the class for the film "The Bright Young Newcomer". Ask them to note his manner, the particular problems that he has.
2. Show the film.
3. Discuss some typical problems of beginning workers.
   a. Shymess
   b. Remembering names
   c. Knowing what to say
   d. Lonliness
   e. Attitudes of co-workers
      (1) Age differences of co-workers
      (2) Unfriendliness of co-workers
      (3) Cliques among co-workers
      (4) Co-workers seeming too busy
4. Discuss the need for understanding the emotions of co-workers. Refer to earlier discussion in Lesson 2.
5. We need to understand our own and our co-worker's emotions.
   a. We will not needlessly take offense from the behavior of a co-worker if we understand the reason for it.

   b. We can enjoy our emotional experiences and harness the energy for constructive purposes.

6. Definition of emotions. They are states of physical and mental readiness for action accompanied by pleasant or unpleasant feelings. Emotions may be considered as drives that direct our behavior that make us do something.
7. Building good emotional habits requires that you understand some of your basic trends so that you can utilize them effectively in activities that provide lasting and satisfying experiences.
8. The following are some of our basic emotions:
   a. **Fear**
   b. **Anxiety** and guilt
   c. **Anger**
   d. **Love**
9. These are our strong emotions. Other emotional states may be considered as combinations of these. List some of the other emotional states.
   a. Sorrow
   b. Despair
   c. Regret
   d. Anxiety
   e. Revenge
   f. Jealousy
   g. Joy
   h. Generosity
   i. Kindness
10. It is a sign of maturity when we understand our emotions and know how to handle them. Do we always try to keep from expressing our negative emotions?
    a. If we hold everything back, we sometimes find ourselves "exploding" later.
    b. We sometimes need to express our negative emotions tactfully before they have a chance to grow into something larger.
11. Give the class the handout sheets on page 20. Ask them to evaluate themselves in regard to their emotional stability.
12. Refer to the section "Are You Grown Up?" by Jacques Becal from "Growing Up Emotionally", see Bibliography, page Q- 22
13. Discuss the indications of maturity from the pamphlet noted above.
14. What are the most important indications of maturity?
    a. Sincerity
    b. A sense of responsibility
    c. Dependability
    d. Integrity
15. Why do we like to see these traits in others?
    a. We can count on people who have these traits.
    b. They are honest and fair in their dealing.
16. Other characteristics of maturity are as follows:
    a. Modesty
    b. Humility
    c. Ability to accept criticism
17. What are examples of mature behavior, at a basketball game perhaps?
    a. Win with modesty
    b. Lose with dignity and graciousness
18. The mature person can give himself to others rather than demand from them.

LESSON 6: Expectations of Employers and Employees

OBJECTIVES:

1. To learn the principles of getting along with an employer.
2. To understand that employer - employee relations requires cooperation.
3. To realize the importance of good employer - employee relations.

LEARNING EXPERIENCES (MOTIVATION):

1. Develop positive attitudes and an appreciation for the importance of good employer - employee relations through an understanding of the dynamics of employer - employee relations.
    - a. List and discuss what an employer expects of his employees.
    - b. Class discussion of "How to Get Along With Your Employer."
    - c. Presentation and discussion of film regarding keeping a job.

TEACHING AIDS:

1. Blackboard or chart for introduction to this unit (See presentation below).
2. Film, "How to Keep a Job"" (see references, page Q-2) (10 minutes)
3. Handout sheet, "I Want a Worker".

ASSIGNMENTS and PROJECTS:

1. Read pages 26 - 34 in Missouri General Related Study Guide: (References
   Read pages 49 - 59 in Minnesota Manual in Occupational Relations (Same reference as above)
2. Make a list of what you think an employer expects of an employee.
3. Assign project report, "Why Workers Are Discharged."

REFERENCES:

1. Missouri University, General Related Study Guide
2. Minnesota University, Minnesota Manual in Occupational Relations

PRESENTATION:

1. Introduction of unit. Use blackboard or chart to explain what every employee needs:
    - a. Certain body of knowledge regarding job
    - b. Skills to perform job
    - c. Ability to get along with others

   The third item is the concern of this unit. Start with getting along with employer as it is of very great importance to job success.

2. Classroom discussion of what students think an employer expects of an employee. These might include the following:
   a. A full day's work for a full day's pay
   b. Honesty
   c. Loyalty
   d. Attention
   e. Willingness to learn
   f. Willingness to take responsibility
   g. Ability to get along with people
   h. Willingness to cooperate
   i. Punctuality
   j. Regular work attendance
   k. Adherance to rules, regulations, policies, and orders
   l. Good personal appearance
   m. Respect for superiors on the job
   n. Good judgement
   o. Ability to keep business secrets in confidence
   p. Proper care of employer's tools, materials, equipment, and supplies
3. Handout sheet, "I Want a Worker" for students to comment on. Do they agree with this employer's point of view?
4. Good employer - employee relations is a two - way affair requiring fair play. An employee's ability to get along well with his employer and other employees is essential for job success. Classroom discussion: How to get along with an employer. Draw from students. Ideas might include:
   a. Be considerate to each other.
   b. Don't blame each other for mistakes.
   c. Be open to suggestions.
   d. Don't feel that you know all the answers.
   e. Respect each other's privacy.
   f. Don't try to reform each other.
   h. Make a point to know the employers likes and dislikes.
   i. Learn to adapt to their likes and dislikes.
   j. Learn to adjust to your boss's pace.
5. Discuss page 28 - 30 in Missouri Study Guide, "How to Get Along With Your Boss". Ideas include:
   a. He is the boss.
   b. He is human.
   c. Look right.
   d. Feel your way. Go slow in making suggestions. Know how and when to make suggestions.
   e. Be attentive - avoid a "know - it - all" attitude. Don't hesitate to ask questions.
   f. Avoid excessive talking during workers' hours, prolonged rest periods.
   g. Put yourself in your employer's place.
      (1) "How would you feel?"
      (2) Try to please.
      (3) Develop sensitivity to moods of your superior.
      (4) Know the signs. (see page 29 in Missouri Study Guide.)
   h. Sense the relative importance of people with whom you work.
   i. Like your boss and he will like you.

6. Prepare class for film, "How To Keep a Job".
   a. Look for major points made by film.
   b. How do the points made in the film reinforce or refute those made in previous class discussion?
7. Show film.
8. Discuss main points of film.
   Can suggestions be applied to students' work situations?

LESSON 7: Problem Solving in Employer - Employee Relations

OBJECTIVES:

1. To learn that employees need to be loyal and dependable to employers.
2. To develop judgment in solving problems involving employer - employee relationships. (To analyze problems before taking action.)
3. To try to see the employer's point of view in disagreements.

LEARNING EXPERIENCES (MOTIVATION):

1. Present problems for students to analyze with emphasis on problem solving through small group discussion.

TEACHING AIDS:

1. A typed or mimeographed problem for each of the small groups to discuss. (See page 21 for a sample of a problem. Also see references. Minnesota Coordinator's Guide for Occupational Relations.)

ASSIGNMENT:

1. Solve case problems in class. (See page Q-21 for sample)

PRESENTATION:

1. Open class with an example of a case problem that has several possible solutions. See Minnesota Coordinator's Guide for Occupational Relations for sample.
2. Divide the class into small groups, 6 - 8 students per group.
3. Give each group a different case problem to solve. (See page Q-21 for sample.)
4. Ask each group to appoint a recorder to report their solutions of the case problem to the class.
5. Allow 15 minutes for the groups to study their problem and to answer the questions that follow the problem.
6. In solving the problem, make an effort to see the employers' and employees' points of view.

7. Allow 5 - 10 minutes for each recorder to read the case problem studied and to discuss the solutions to the case problems.

LESSON 8: Resource Speakers

OBJECTIVES:

1. To learn from employers their point of view in employee - employer relations.
2. To gain an understanding of common law as it applies to employment.

LEARNING EXPERIENCES:

1. Realize the above objectives through talks by employers in the community, and the county attorney.

ASSIGNMENTS:

No Assignments.

REFERENCES:

None

PRESENTATION:

1. Introduction of speakers with an explanation of the title of their talk.
2. Each speaker should have about 15 minutes to talk to the class.
3. Allow 10 minutes for questions from students.

LESSON 9: Legal Rights of Employees/Terminating Employment

OBJECTIVES:

1. To learn what an employee may legally expect from an employer.
2. To show methods of terminating employment.

LEARNING EXPERIENCE (MOTIVATION):

1. Examine legal rights of employees.
2. Gain knowledge of how to correctly terminate employment.

TEACHING AIDS:

None

ASSIGNMENTS:

1. Read pages 56 - 59 in Minnesota Student Manual for Occupational Relations.
2. Read pages 33 - 34 of Missouri General Related Study Guide.

REFERENCES:

1. Nations Business, "When and How to Quit a Job," Bibliography, page Q-

PRESENTATION: Use question and answer technique for drawing students into a discussion.

1. Allow five minutes for students to make a list of what they think an employee may expect of an employer.
2. Discuss "What you may legally expect of an employer". This might include the following:
   a. work and wages
   b. safe working conditions.
   c. half the amount contributed to social security
   d. information regarding changes in company rules
   e/ constructive criticism in private conversation
   f. honesty and loyalty
   g. workmen's compensation
3. Discuss "The proper method of termination employment; Discussion might include the following:
   a. Length of notice (not less than two weeks).
   b. Good impression left with the employer. (It may help in getting another job).
   c. Avoid quitting a job in a huff or telling off an employer
   d. Business - like conduct; development of self - respect
   e. Adherence to contract regarding condition of employment
      1. "Due notice" to employee by employer
      2. "Due notice" to employer by employee
4. Discuss the magazine article, "When and How to Quit a Job", from Nations Business. A summary of the article is below:

   If a person follows today's normal pattern, he will have to make a decision to quit a job more than once in the remainder of his career. Every resignation requires thorough consideration and knowledgeable implementation. Discuss the best times to change jobs as outlined below:
   a. When you are in good standing.
   b. When you have outgrown your position and chances for advancement.
   c. When you are young enough.

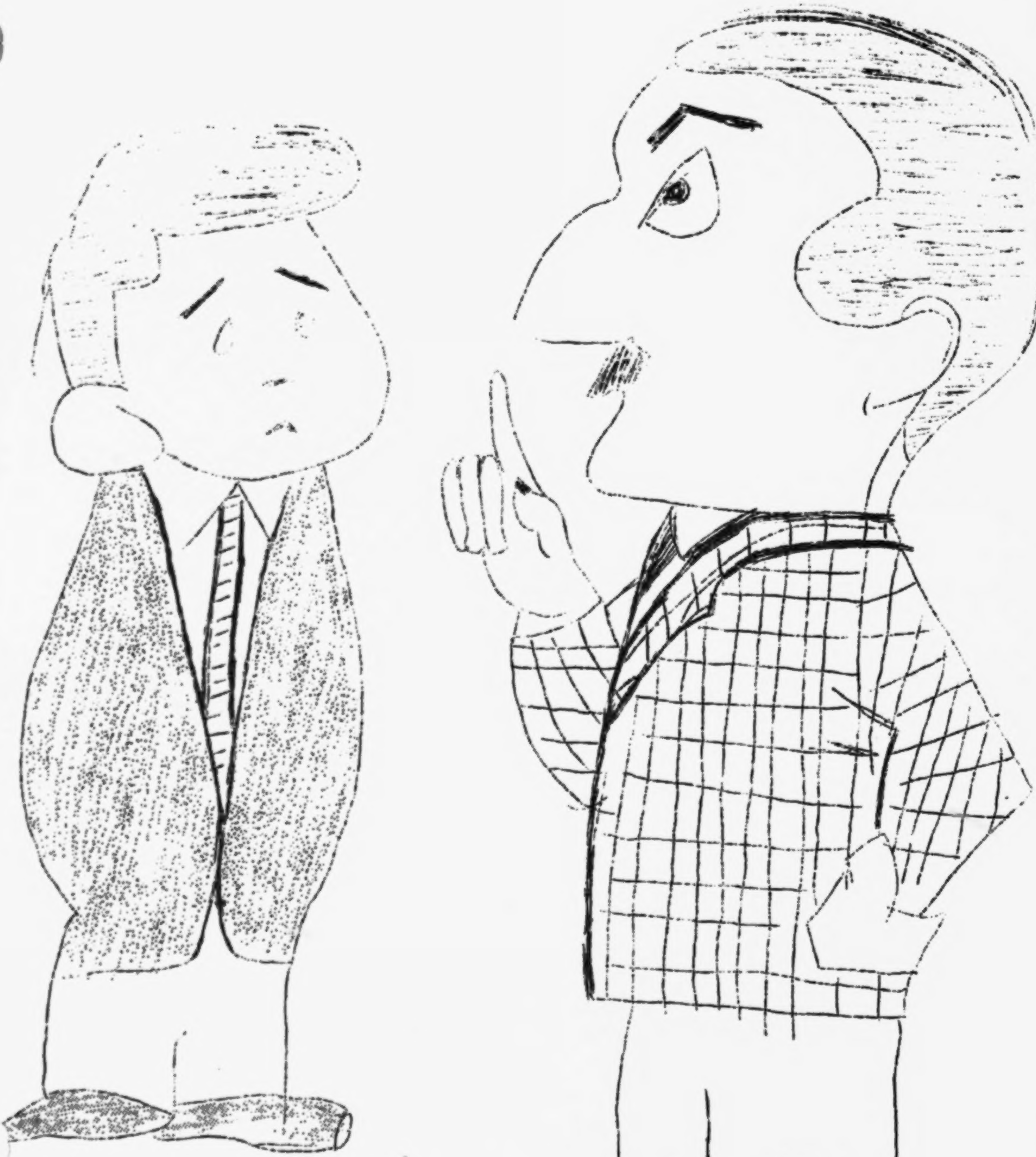
    d. When you seriously disagree with policies of your firm.
    e. When another firm offers you a hefty salary increase.
    f. When you have been with a company long enough that leaving will not result in your being classified as a job - hopper.
    g. When you feel you cannot adjust to changes introduced by a new management team.
    h. When you are overly inhibited by your job.
    i. When health requirements make the firm's location impossible for you or some member of your family.

5. From the above article, discuss the following:
    a. Timing your "notice to quit"
    b. The exit interview
6. Discuss reasons for justifiable discharge in the part of the employer:
    a. Willfull disobedience (insubordination).
    b. Disloyalty.
    c. Incompetency.
    d. Non-performance.
    e. Engaging in acts contrary to best interests of employer.
    f. Secretly engaged in competition with employer.
    g. Aiding in fraud of employer.
    h. Revealing confidential information.
    i. Gross negligence.
7. Discuss reasons for employee justification in termination of a contract of employment.
    a. Acts demanded by employer that are illegal.
    b. Employer wrongfully assaults the employee.
    c. Conditions exist that might cause physical harm or injure the reputation.

SUMMARY QUESTIONS:

1. What should an employee do if he cannot remain loyal to his employer?
2. What are some justifications for terminating employment?
3. How should a person go about terminating employment?

Q-18



I WANT A WORKER*

1. Who likes his job.
2. Who knows his job.
3. Who keeps himself physically fit.
4. Who wants to do a day's work for a day's pay.
5. Who wants to get ahead.
6. Who is always on the job unless excused.
7. Who is cheerful, not sullen.
8. Who works safely, with due consideration for himself and his fellow worker.
9. Who gets a bang out of a job well done.
10. Who tries to avoid waste and cut costs.
11. Who looks for a better way to do the job.
12. Who tells the truth; who is sincere.
13. Who gripes little and looks forward.
14. Who keeps a spirit of teamwork.
15. Who asks questions when he needs help.
16. Who is willing to face his personal problems squarely.
17. Who tries to put himself in my place now and then.
18. Who feels that his job is a privilege -- not a right.

Suggestions for the Employee. Every employee should strive for personal improvement at every opportunity and try to make himself as valuable as possible to his employer and his customers.

Use of Initiative on Routine Jobs. Once your pattern of duties has been established, don't wait to be told to do the minor routine jobs -- go ahead and do them. Bosses don't like to tell you to do every little thing.

When you think your work is done, look around. There are probably many more things you could be doing. Your job description will help you remember what you should be doing.

Loyalty. If you have loyalty to your company, you will be "for" the firm, whether you are speaking to other employees or someone outside the business. This means you should keep your employer's interests in mind, speak well of the company plant, and keep confidential business matters absolutely private. Your employer has probably spent a great deal of money on salesmen and advertising to build up the name of the company. With a few ill - chosen remarks you might destroy hundreds of dollars worth of favorable opinion about the company. Remember, that money is needed to pay your salary.

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* pp. 52, 54 - 55 Student Manual for Occupational Relations, University of Minnesota.

Case Problem Business Secrets

OBJECTIVE: To give students the experience of considering some situations which make the keeping of business secrets challenging to their ability to be tactful and frank.

INTRODUCTION:

Together with the importance of keeping business secrets is linked the necessity of keeping them without giving offense to others. In a resolve not to divulge information, an employee has sometimes made the mistake of answering questions with, "I don't care to tell", or "I'm not at liberty to say." This will incur the dislike of people who may be sensitive, and who may have meant no harm in asking, but who were just a bit curious.

Can you think of tactful ways to avoid the giving of business secrets in the following situations?

1. A close friend: "About how large is the payroll of your company?"
2. With a group of friends: "Have you heard who is going to be the boss's new secretary when Jane leaves?"
3. Your date: "How much does your boss make in a year?"
4. An outsider who is waiting to see your boss and who tries to use the time to extract a little information from you: "I suppose the shortage of cement is reducing the number of contracts you get, isn't it?"
5. Someone is looking over your shoulder at a letter your boss has just dictated. You are typing the letter.

"ARE YOU GROWN UP?"

YES OR NO

1. Do you often blame others when things go wrong?
2. Can you make important decisions without family advice?
3. Are you a moody sort of a person?
4. If you are out with a crowd, are you unhappy if they don't do what you want to do?
5. Do you find it hard to admit that the other fellow is right?
6. Do you often feel lonely when you are with people?
7. Do you manage to laugh off petty annoyances?
8. When there is a crisis in your life, are you able to calmly meet it straightforwardly?
9. When you're not feeling well, do you complain to others about your troubles?
10. Do you tell people that you like them when you do?
11. Can you take it when friends criticize you?
12. Do you have trouble beginning a conversation with someone?
13. When annlyed, do you often take it out on others?
14. Do you think that you are inferior to most people?
15. Do you gossip a great deal about your friends?
16. Do people think you talk too much?
17. Are you bored when you are alone?

Case Problem Silence is Not Always the Best Policy

Peter Burset was an industrious and capable trainee; however, his dad sensed that Peter was experiencing some difficulty on his job. Peter was working at Bauman's Mobil Station.

"How are you doing at the station?" Mr. Burset inquired.

"I believe I am doing all right, Dad," said Peter, "but I don't know what Mr. Bauman thinks of me."

"If you think you are doing fine why would Mr. Bauman think other wise?" asked Mr. Burset.

"You know how fast Mr. Bauman talks, especially when he is excited," replied Peter. "Yesterday, just when we were really busy, the air pump quit running. Mr. Bauman said that I should check it; he said that it was probably flooded. He told me to drain the carburetor, then leave it sit for a minute or so, and then try and start it again. I was not sure just what I was to do, but I hesitated to ask questions. I thought that I would be able to figure it out when I saw the engine. I was mistaken, however, and I was completely confused as to how I was going to start the engine. I tinkered with it for a while. I guess it was quite a while because Mr. Bauman came and seemed upset when the engine was still stopped."

"Peter, I thought I told you to unflood that engine and get it started. What have you been doing all this time? You have been in here for fifteen minutes already; it shouldn't have taken you over two minutes to start that engine." Mr. Bauman started the engine himself then, and he didn't say anything to me.

"I don't know what to do, Dad," Peter said with a puzzled look on his face. "I don't want Mr. Bauman to think that I am stupid, but I don't know how to do some of those things that he wants me to do."

1. Do you think Peter was right in trying to figure out how to start the engine by himself?
2. Should Peter have asked Mr. Bauman to repeat his instructions?
3. Do you think Mr. Bauman would have thought Peter was stupid if he would ask questions?
4. Have you ever had a similar experience?

UNIT Q

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UNIT R

WORKERS BENEFITS AND RESPONSIBILITIES

UNIT OBJECTIVES:

1. To learn about the structure and functioning of an organization.
2. To associate the relationship of organization and parliamentary law to group life while learning some basic parliamentary procedures.
3. To learn the occupational role of the student learner with reference to Federal and State Labor Laws.
4. To learn about benefits to be derived from social security, unemployment compensation, and workman's compensation.
5. To learn about the responsibilities of the worker in the above instances.

LESSON PLANS:

		Number of Periods per lesson	Page
1.	Training for leadership	3	R-2
2.	Unemployment Compensation	1	R-8
3.	Workman's Compensation	1	R-11
4.	Your Social Security	2	R-11
5.	The Worker and His Job -- related to the union (to take 1 or 2 periods depending on the resource person)		R-13
6.	Labor Laws and the Young Worker	1	R-14

TEACHING AIDS:

1. Parliamentary procedure skit -------------------------- R-4-8

BIBLIOGRAPHY -- R-17

WORKERS BENEFITS AND RESPONSIBILITIES

LESSON 1: Training for Leadership.

OBJECTIVES:

1. To learn more about the structure and functioning of an organization.
2. To learn some basic parliamentary procedures.
3. To associate the relationship of organization and parliamentary law to group life.

LEARNING EXPERIENCES: (MOTIVATION)

1. Participation in election of class officers -- to be used in presenting a skit demonstrating parliamentary prodedure.
2. Practice in the use of parliamentary procedure to attain proficiency.
3. Completing individual assignments.

TEACHING AIDS:

1. Goetzinger, C.S., ed., Mister Chairman, a booklet of Parliamentary Procedure, Extension Service, Kansas State University, Manhattan, Kansas. (Use as handout and reference for students to use in their assignments).
2. Parliamentary Procedure Demonstration (included R-4 - 8)

ASSIGNMENTS: Individual assignments for discussion and handing in daily.

1. First hour of instruction: Define:
    a. Main motions -- motions of this group have for their object the bringing of questions, or propositions, before the assembly for consideration. Only one main motion can be considered at a given time by the assembly, and such a motion, when introduced, excludes all other main motions until it has been disposed of.
    b. Subsidiary motions -- motions of this group have for their object the modification or disposition of the main motion that is being considered. Their existence as motions depends entirely upon the principal motion to which they are subordinate. Since they relate to the question before the house, it is "in order" to propose them when a main motion is still before the assembly and to vote upon them before voting upon the main motion.
    c. Incidental Motions -- motions of this group have few general characteristics in common, but for convenience have been grouped into one class. The name, "Incidental", has been chosen because they arise only incidentally out of the business of the assembly.

- d. Privileged motions -- motions of this group have no connection whatsoever with the main motion before the assembly, but are motions of such importance that they are entitled to immediate consideration. These motions have the privilege of setting aside temporarily the main business before the house.

2. Second hour of instruction:
   - a. What is the purpose of an organization? -- To enable actions or goals to be accomplished that couldn't have been accomplished by a single person or many persons by themselves.

   - b. What is the purpose of a constitution and by-laws? To enable an assembly to define itself and state its purpose. These items preserve a spirit of harmony within the group and aids, as does parliamentary law in the speedy and efficient transaction of business.
   - c. Give the duties of the officers that we elected if they were to serve in a regular organization.
     - (1) President --

     - (2) Vice-President --

     - (3) Secretary --

     - (4) Reporter --

     - (5) Treasurer --

3. Third hour of instruction: Be prepared to discuss and demonstrate the following:
   - a. Main motion
   - b. To amend
   - c. To refer
   - d. To table and, to take from table.
   - e. To suspend
   - f. Point of order
   - g. To appeal
   - h. To adjourn

REFERENCES:

1. Ibid. 1 in teaching aids above.

PRESENTATION: to have a high degree of student participation -- this lesson will be continued over three hours of instruction and should proceed as the class achieves the desired level of competence in procedure.

1. Introduce the class to parlimentary procedure and to their reference, Mr. Chairman (any good book on parliamentary procedure, as Robert's Rules of Order and Parliamentary Practice may be used).
2. Nominations and elections -- have class members nominate and elect a president, vice-president, secretary, and reporter. Explain procedure as contained in the reference book. The officers elected will be given the assignment to present the parliamentary procedure skit during the second hour of instruction.

The following is an example of the type of parliamentary procedure demonstration that may be given by the newly elected officers.

3. Glenn: The meeting will please come to order. I have called this special meeting to take care of some business that we need to consider.

   Class members, I noticed at our last meeting we had a little trouble with our parlimentary procedure. While we are at this meeting today, let us see if we can learn the proper procedure relative to a list of parliamentary activities with which we should be familiar.

   In the following skit we shall attempt to demonstrate the proper parliamentary procedure for the following activities. (Have secretary write them on the board).

   1. How to address the chair.
   2. How to be recognized.
   3. How to submit a motion.
   4. How to second a motion.
   5. How to amend a motion.
   6. How to obtain the right to debate a motion.
   7. How to limit debate.
   8. How to table a motion.
   9. How to act on a motion that has been tabled.
   10. An undebatable motion.

   The first item of business is the completion of the class plans for the annual class picnic.

Joe: Mr. President.

Glenn: Joe.

Joe: I move that the class hold their annual picnic the evening of May 10.

Ben: (seated) I second the motion.

Glenn: It is not always considered necessary to rise and address the chair to second a motion, but I believe it will make our meetings more orderly and help the secretary in keeping a record of who seconds the motion if we do this at our meetings.

Ben: Mr. President.

Glenn: Ben.

Ben: I second the motion.

Glenn: It has been moved and seconded that the class hold their annual picnic the evening of May 10. All in favor make it known by saying "Aye." (Count vote by volume) The motion is carried.

Raymond: Mr. President.

Glenn: Raymond.

Raymond: Isn't this a debatable motion? Don't we have a chance to discuss it? Doesn't the opposition have a chance to vote?

Glenn: You are right. I forgot. The chair stands corrected. Is there any discussion on the original motion?

Charles: Mr. President.

Glenn: Charles.

Charles: The motion as it now stands leads one to believe that the class will have the picnic by themselves. I don't think we can have much fun at a picnic without asking others to come.

Raymond: Mr. President.

Glenn: Raymond.

Raymond: I rather like the idea of inviting guests that Charles has suggested, especially since my girl isn't in this class. Mr. President, I move to amend this motion by adding the words: "with class members who want to do so, inviting guests."

Charles: Mr. President.

Glenn: Charles.

Charles: I second the amendment.

Glenn: Is there any discussion on the amendment? (Chair hesitates to allow for any discussion). We will now vote on the amendment. All who are in favor of the amendment as stated, "with class members who want to do so, inviting guests", make known by saying, "aye." Those opposed vote "no." The amendment is carried. We will now vote on the original motion as amended. (Chair can state motion as amended). As many as are in favor of the motion as amended say aye. Those opposed, no. The amended motion is carried.

Joe: Mr. President.

Glenn: Joe.

Joe: I was wondering what we would have done if the amendment would have lost for want of a second, or by the vote of the group.

Glenn: We would have voted on the original motion.

Ben: Mr. President.

Glenn: Ben.

Ben: We have several members in the class like __________, ______, __________, ______________, _______________, who like to talk longer than necessary in discussing a question. I was wondering if there was any way to stop the discussion if it continues longer than necessary.

Glenn: Yes, that may be done in two ways. One is by a motion before discussion starts to limit the time for each member. This is one of the motions that may be made when another motion is before the house. However, this requires a two-thirds vote of the members present. The most common way to stop discussion is for a member to rise, secure the floor, and say, "I call for the previous question." This must be seconded, and if voted for by two-thirds of the chapter, the discussion is stopped and you vote on the motion. Maybe we had better practice that. Let us assume a question has been discussed long enough and we want to close discussion. Charles, you make the motion.

Charles: Mr. President.

Glenn: Charles.

Charles: I call for the previous question.

Ben: Mr. President.

Glenn: Ben.

Ben: I second the motion.

Glenn: Call for the previous question has been moved and seconded. Those in favor of closing the debate and voting on the previous question, please rise. (All rise except one). The motion is carried by a two-thirds vote, which is necessary in this case. We are now ready to vote on the question before the house. All in favor of the original motion say "Aye". Those opposed vote "No". The motion carried. Any other business to come before the house?

Charles: Mr. President.

Glenn: Charles.

Charles: I move that we have Mr. ___________ (teacher or Principal of H.S.) treat each member of this class to a candy bar at the completion of the meeting.

Ben: Mr. President.

Glenn: Ben.

Ben: I second the motion.

Glenn: Any discussion?

Joe: Mr. President.

Glenn: Joe.

Joe: My coach will not allow me to eat candy. I am in training. Anyway, I wouldn't want to financially embarass Mr. __________(teacher or Principal) I move we table the motion until our next meeting.

Glenn: Since the motion to table a motion is always in order, do I hear a second?

Ben: Mr. President.

Glenn: Ben.

Ben: I second the motion.

Glenn: It has been moved and seconded to table the motion until the next meeting. Any discussion? We will now vote. All in favor say "Aye." Opposed. Carried.

Raymond: Mr. President.

Glenn: Raymond

Raymond: How do we go about it to get the motion back before the house at our next meeting?

Glenn: Someone will have to move that the motion be taken from the table, if seconded, and passed by a majority vote. The original motion may be taken up. Is there any other business to come before the group? If not, do I hear a motion to adjourn?

Ben: Mr. President.

Glenn: Ben.

Ben: I move we adjourn.

Charles: Mr. President.

Glenn: Charles.

Charles: I second the motion.

Joe: Mr. President.

Glenn: Joe.

Joe: I thought of another item of business we should bring up.

Glenn: Sorry Joe, the motion to adjourn is undebatable, and takes precedence over all other motions.

Joe: What would you do if you had another item of important business and this motion carried?

Glenn: I would call a special meeting immediately if I saw fit. It has been moved and seconded that we adjourn. All in favor say "Aye." All opposed. The meeting is adjourned until our next regular meeting, or a special meeting is called by your president.

4. As time permits, discuss individual assignments.

THIRD HOUR OF INSTRUCTION:

5. Discuss individual assignments and then in the remainder of the class period practice parliamentary procedure by letting different members of the class act as chairman.

SUMMARY:

1. Hand back student assignment sheets and review them.j
2. One needs to have some understanding of organizational structure and parliamentary law as a prerequisite to worthy group membership.

LESSON 2: Unemployment Compensation

OBJECTIVES:

1. To learn about the benefits to be derived from Unemployment Compensation.
2. To learn about the obligations and responsibilities in connection with unemployment compensation.

LEARNING EXPERIENCES: (MOTIVATION)

1. Question-answer period with representative of area State Employment Office. (For information pertaining to your area or for general resource information write to the administrative office: Employment Security Building, 401 Topeka Avenue, Topeka, Kansas 66603)
2. Practice in working with pertinent forms.

TEACHING AIDS:

1. Resource person from area office of the State Employment Service.
2. Benefit Handbook, and forms for application for unemployment insurance and a claim supplement. (handout)

ASSIGNMENTS:

1. Review the handout reference, "Benefit Handbook", published by the Kansas State Labor Department Employment Security Division.

REFERENCES:

1. Kansas Labor Department, Employment Security Division, Benefit Handbook. 401 Topeka Avenue, Topeka, Kans. 66603.

PRESENTATION: Resource person from local or area employment service office. suggested outline to follow in discussion is given below:

1. What is unemployment insurance?
   a. History.
   b. Purpose -- Unemployment Insurance is designed to maintain some income during temporary periods of unemployment, to those covered by the program who are out of work through no fault of their own and who are ready, willing and able to accept work.
   c. Who pays for it?-- The program is financed by a payroll tax which is paid entirely by employers. In Kansas, workers contribute nothing for this coverage.
2. The mechanics of unemployment compensation:
   a. Who are the "covered" employers ? -- Not all workers are covered. Only those who have worked in "insured work" may qualify for benefits. Insured work is employment for an employer required to pay Unemployment Insurance Tax. Most commonly employers required to pay this tax are those who employ more than three persons during any part of each of twenty weeks during a calendar year. Federal employment and military service may also qualify as insured work. Some examples of employment which is not "insured work" are: Work for the State or its sub-divisions, in domestic service, in agriculture, for charitable institutions, delivering newspapers and for employers hiring fewer than four employees.
   b. Entitlement of workers who have worked for covered employers.
      (1) Your claim record -- note claim record in Benefit Handbook.
      (2) How to start your claim
         a. Application -- the first time you report to file a claim after becoming unemployed or after a previous Benefit Year has ended, you complete a "New Application." You are not paid for a week of unemployment in response to this application. It merely gets your claim

(3) Continuing your claim

a. Your responsibilities -- Briefly, you must accurately and truthfully answer questions and complete any forms given you including the "Claim Record" in the benefit handbook. Also you must advise the claimstaker of any circumstances which may affect your claim status. For example, you must report with respect to each week of unemployment claimed: 1. All work performed as an independent contractor or on commission, and all self-employment. 2.Gross earnings from services, including all wages; pay still due you; taxes withheld; holiday or vacation pay; commissions; bonuses; and the value of any goods or services, credit on a debt, board, room, or anything received in lieu of cash. 3.Refusals of opportunities to apply for or to accept work. 4. If you are attending school. 5. Any illness, absence from your home community or any circumstance which would keep you from accepting employment. 6. Claiming or receipt of Unemployment Insurance under another State or Federal Law; Workmen's Compensation or similar payments.

b Points to remember:

-- Your weekly claim is filed for the previous calendar week of unemployment, that is, the seven day period beginning on Sunday and ending on the Saturday before the date you file your claim.

-- If you are temporarily absent from your home community on your assigned report day, report to the Employment Service or Employment Security Office serving the locality where you are.

-- If you cannot report to continue your claim because of employment or some other reason, call or write the Local Office for instructions.

-- Your benefit check will be equal to your Weekly Benefit Amount less earnings in excess of $8.00.

-- Your benefit checks will not be forwarded if you move unless you file a regular change of address form at your Post Office.

-- You will usually receive your benefit check about three to six days after you file your claim. If your check is late, your local office can usually furnish you quicker and more current information than the Administrative office.

-- You will recieve benefits only if you meet the requirements and are not subject to disqualification. If you are disqualified you will be notified.

(4) Eligibility and disqualifications (note in handbook)

a. Eligibility requirements

b. Disqualifications provisions

c. Appeal rights

(5) What to do after you go back to work.

LESSON 3: Workman's Compensation

OBJECTIVES:

1. To learn of the benefits and responsibilities involved with workman's compensation.

LEARNING EXPERIENCES: (MOTIVATION)

1. Participation in class discussion and filling out workman's compensation forms. Obtain from the Director of Workman's Compensation, State Office Building, Topeka, Kansas.

TEACHING AIDS:

1. See learning experiences above.
2. Resource person from area office of Workman's Compensation.

ASSIGNMENTS:

1. None

REFERENCES:

1. Ibid. teaching aids above.

PRESENTATION: Lecture -- discussion using the following guide:

1. What is the history of workman's Compensation?
2. What types of businesses are subject to the act?
3. What steps should be taken by an employee in case of accidental injury or occupational disease?
4. How does one use the workman's compensation forms? (Handouts to be filled out as a class activity).

SUMMARY:

1. Review forms filled out as to what they represent in benefits to the worker and what his responsibilities are in completing the forms.

LESSON: 4 Your Social Security.

OBJECTIVES:

1. To learn and understand the basic concepts and benefits of Social Security.

2. To complete a Social Security application form (each student).

LEARNING EXPERIENCES (MOTIVATION)

1. Doing student assignments and completing social security application form.
2. Participating in class discussion.

TEACHING AIDS:

1. Your Social Security, see references.
2. Social Security Application form.

ASSIGNMENTS:

1. Outline the four benefit areas emphasized in class and hand in to instructor.
2. Fill out Social Security Application form.

REFERENCES:

1. U.S. Dept. of Health, Education & Welfare, Social Security Administration, Your Social Security, (available through your local post office).
2. Social Security Application Forms (available through your local post office.)

PRESENTATION: (Lecture - discussion based on the pamphlet, Your Social Security.)

1. Emphasis on the following benefits:
    a. Retirement.
    b. Disability.
    c. Survivorship.
    d. Medicare.
2. Each student will complete a Social Security application form.
3. Using the chart on P. 15 in Your Social Security for reference have students compute sample monthly benefit payments from figures supplied by the instructor.

SUMMARY:

1. What is an account number? And what is its purpose?
    a. The Social Security number is the number that is used to keep track of all information pertaining to your earnings for Social Security. This number is necessary in order to receive benefits to which you and your dependents become entitled.

2. At what ages may one retire? What is the difference in benefit payments?
    a. Sixty-five for men and sixty-two for women -- sooner if disabled. If benefits are received before regular retirement time benefits will be permanently reduced.
3. From the pamphlet, explain in your own words what each of the four Social Security benefits means.

LESSON 5: The worker and his job -- related to the Union.

OBJECTIVES:

1. To understand why there are unions.
2. To become acquainted with the operation of unions.
3. To learn what the workers responsibilities are to the union. and what benefits he can receive from the union.

LEARNING EXPERIENCES (MOTIVATION)

1. Discussion with resource person.

TEACHING AIDS:

1. Resource person -- Educational director from a local union.

ASSIGNMENTS:

1. Take notes on the presentation by the Ed.Director of the Union.

REFERENCE:

1. Ibid. teaching aids above.

PRESENTATION: lecture discussion -- based on the following outline:

1. History and structure of the labor movement.
    a. Organization.
    b. What are the different types of unions?
        (1) By organization -- AFL - CIO, etc.
        (2) By worker groups -- garment workers, machinists, etc.
    c. What has been the history of the American labor movement?
    d. What are the strength and weaknesses of unions?
    e. How do unions "figure" in politics?

2. Some definitions:
    a. Local, District, State, International union organization.
    b. Contract negotiation
    c. Strike
    d. Wildcat strike
    e. Arbitration
    f. Collective bargaining
    g. Shop committee (executive committee)
    h. Trial period (grace period)
    i. Union shop
    j. Right to work law
    k. Fringe benefits
3. Instruction in Union Procedure
    a. Contract
    b. Constitution and by-laws
    c. Grievance -- personal, department, shop
    d. Health and Welfare fund - insurance, retirement
        (1) Schedule of benefits
        (2) Benefits
        (3) How to file a claim
    e. Dues and the breakdown
    f. Union expectation of the member and vice-versa
    g. The monthly meeting

LESSON 6: Labor laws and the young worker.

OBJECTIVES:

1. To study and discuss the labor laws that affect me as a young worker.

LEARNING EXPERIENCES: (MOTIVATION)

1. Completing assignment sheet and discussion in class.

TEACHING AIDS:

1. Handbook for young workers. See references

ASSIGNMENTS:

. See questions in presentation.

REFERENCES:

1. U.S. Dept. of Labor, Handbook for Young Workers, Superintendant of Documents, U.S. Government Printing Office, Washington D.C. 20402.

PRESENTATION: Class discussion of assigned questions. (the following should be assigned the students prior to this class meeting.

1. What things are usually included in child labor laws?
   - a. Statements regulating the conditions under which boys and girls may be employed -- include a minimum age for general employment, a higher minimum age for employment in certain hazardous work, a requirement to have an employment certificate, a limitation on daily and weekly hours of work, and regulation of nightwork.
2. Name a primary purpose for child labor laws and why have certain provisions been included.
   - a. To make sure that you have a chance for education. Provisions of the labor laws that protect you from certain kinds of work, that regulate the number of hours you may work, or prohibit you from working at night, are there because studies made by doctors, safety engineers, etc. are proved needs of safeguards for young workers.
3. What is the purpose of employment certificates?
   - a. To make sure that the young person is old enough to work and meets the proper qualifications for the job.
   - b. How is one issued?
     - (1) An employment certificate is granted only after you submit documentary proof of age and a statement from the employer describing the work you are to do and the hours you will work.
   - c. Give four reasons by which you may be refused a certificate.
     - (1) You are too young for this particular job.
     - (2) The hours are too long.
     - (3) It may require prohibited nightwork.
     - (4) The place of employment may not be suitable for a young person.
4. To whom do the provisions of the Fair Labor Standards Act apply?
   - a. To employees engaged in interstate or foreign commerce or in the production of goods for such commerce and to employees of certain large enterprises engaged in commerce or in the production of goods for commerce.
   - b. At age 14 and 15 name jobs at which one may work outside school hours.
     - (1) Cashiering, selling, marking merchandise, comparative shopping, bagging and carrying out customers' orders, or similar work in retail establishments; kitchen work in preparing and serving food; dispensing gasoline, carwashing, and similar occupations in a gasoline service station; and office and sales work.
   - c. What are the legal working hours?
     - (1) After 7 am and before 7 pm, for not more than 3 hours a day on a schoolday, 18 hours a week in a school week, 8 hours a day on a nonschool day, 40 hours a week in a nonschool week.
   - d. At what jobs may you not work?
     - (1) In manufacturing or mining occupation, nor in workrooms where manufacturing or processing takes place (except in a retail, food service, or gasoline service

establishment in those specific occupations espressly permitted); in public messenger service; operating certain power-driven machinery; in occupations found to be too hazardous;in any job in connection with transportation, with warehouse and storage operations, with communications or public utilities, or with construction work. In these last four, office and sales work are permitted if they are not on transportation media, or away from the site. You may not do farmwork during school hours in the school district where you would be living and working unless this farmwork is for your parents on the home farm.

At age 16 you may work in any job except those occupations declared hazardous by the Secretary of Labor.

5. What was the Sugar Act of 1948?
   a. Provides a 14 year minimum age for work, and a maximum 8 hour day for 14 and 15 year old minors. During school hours, however, the higher age standard of 16 set by the Fair Labor Standards Act would apply.
6. What was the Walsh-Healey Public Contracts Act?
   a. The act sets basic labor standards for employees working on Government supply contracts amounting to more than $10,000. Boys under 16 years of age and girls under 18 may not work on such contracts.
7. Who enforces the Fair Labor Standards Act and Walsh-Healey Act?
   a. The Wage and Hour and Public Contracts Divisions of the US Dept. of Labor.
8. Besides child labor laws, what is the purpose of other State and Federal Laws?
   a. To improve the conditions under which you will work and to give you some protection from hazards, such ae accidents, unemployment, and exploitation.
9. Name provisions of the Federal Wage and Hour Law other than for minimum age.
   a. It sets wage and hour standards for workers of any age, and requires equal pay for both men and women who do the same or equal work.
10. Does the Federal minimum wage law cover all employment?
    a. No

    Does Kansas have a minimum wage law? If so, what is the minimum?

11. Fair employment practices:
    a. What are the things discouraged by law?
       (1) Discrimination on the basis of sex on the basis of pay.
       (2) Discrimination against any individual because of race, color, religion, national origin, or sex, with respect to hiring, discharging, rates of pay or pay practices, employment and training opportunities, or membership in a labor organization.

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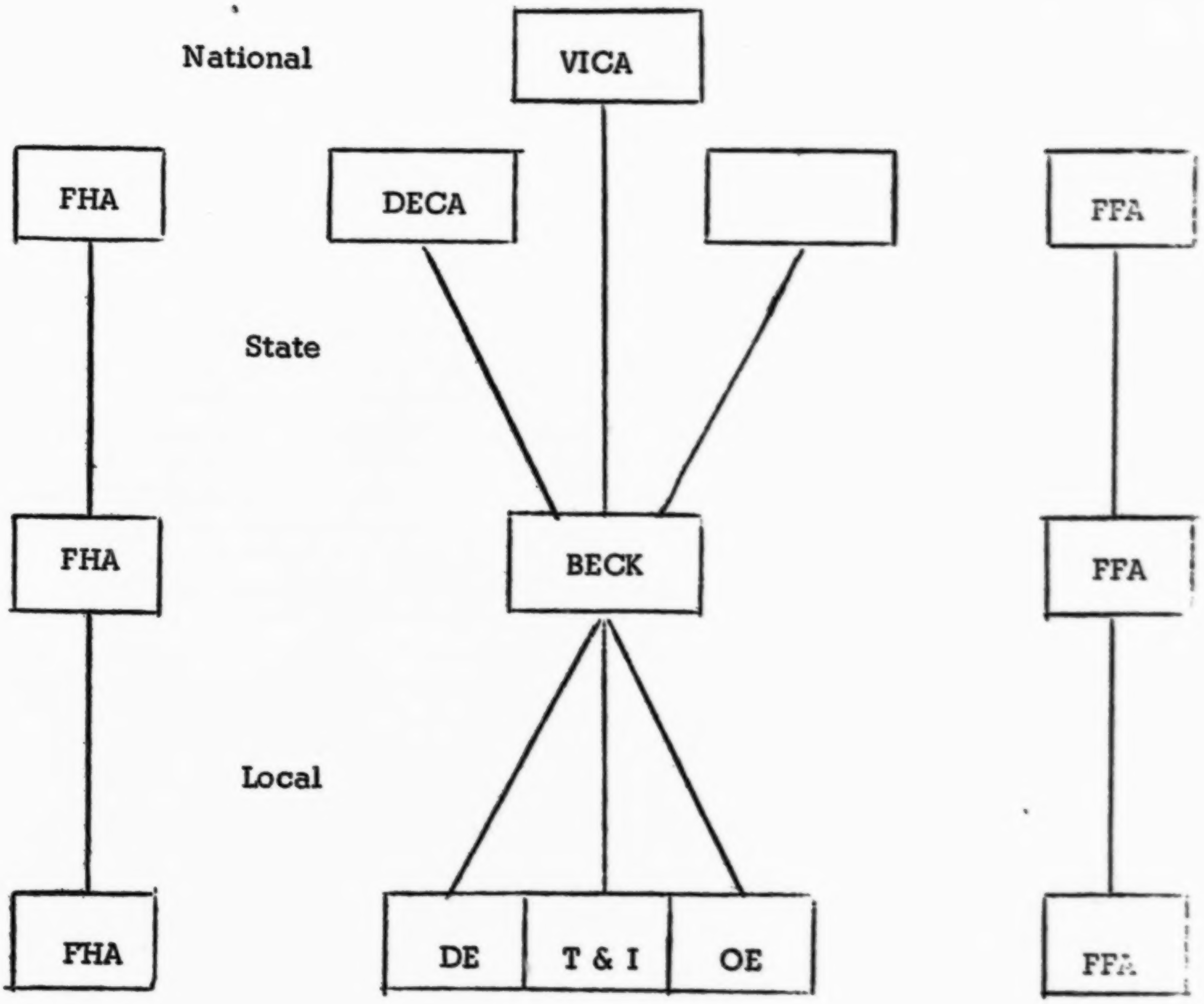
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VOCATIONAL CLUBS

ORGANIZATION CHART

The New Club

A new club has about the same problems as every club starting out each fall. The only real difference may be in the lack of any precedent to follow in the community. Almost every part-time class immediately forms a club. Here are a few first steps:

1. Make every effort to get started as early as possible.
2. Consult the coordinator-advisor on local school rules and regulations governing clubs. The advisor will undoubtedly have obtained this information from the principal and vocational supervisor as soon as the request for a BECK Club has been made. A complete understanding with school officials and frequent conferences when in doubt about any activity will make the going easier for any club and is most important to its success.
3. Examine the national and state constitutions carefully and pattern the local chapter's constitution upon them in principle.
4. Inform both the State Supervisor of Part-Time Occupational Education and your State Club Sponsor of the formation of the club.
5. Plan a well-balanced program for the entire school year, to include community and school service, social activity, and occupational information. Set up a calendar and follow through on it as nearly as possible.

Objectives:

1. To develop progressive business leadership that is competent, aggressive, self-reliant, and cooperative.
2. To provide for an intelligent choice of occupations through exploration of opportunities in the fields.
3. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.
4. To encourage the use of high ethical standards in business, industry, and services.
5. To provide for mental and physical health through satisfactory social and recreational activities.

Objectives: (cont.)

6. To foster a feeling of responsibility for contributing, through business activities, to the civic, social, and moral welfare of society.

7. To develop an appreciation of the influence of the fine arts in business and industry.

8. To promote all-round good citizenship and active participation in our democratic society.

Generalizations:

1. The local club is the "grass roots" of successful state and national club organizations.

2. Since all members can take an active part in the local club, it is there that sound, worthwhile programs must be carried on.

3. Since there is a difference between cities and school systems in the state, there will be a difference in the program of each local club.

4. No local club is stronger than its members individually.

INTRODUCTION

What we must constantly remember is that an effective, unified club must have active, participating members. Therefore the following pages are merely suggestions and/or skeletons which, I hope, will serve as a point of departure for the students in the development and organizational efforts of their new club.

1. Suggested local constitution
2. Steps to be followed by all committee chairman
3. Suggested standing committees
4. Suggested Public Relations Projects
5. The agenda or order of business
6. Organizational chart for vocational club at the local, state, and national level.

SUGGESTED LOCAL CONSTITUTION

Article 1.

This club shall be known as the Diversified Occupations Club of Paola High School.

Article 2.

The purpose of the club is to become familiar with and to promote interest in a wide variety of occupations and to bring high school students interested in particular field in contact with workers or professionals in that field.

Article 3.

Membership shall be open to those students who are members of the Commonalities in Occupations and the Experiences in Occupations classes of Paola High School. Any other Paola High School students who are interested may also become members upon payment of dues.

Article 4.

The officers of this club shall be a President, Vice-President, Secretary, Treasurer, and Parliamentarian. This group, with the advisor, shall be called the Executive Council.

Article 5.

Sec. 1.

Regular meeting shall be held on the ______________ and____________ ____________ of each month. The first meeting in each month shall be devoted to business and the second meeting in each month shall be devoted to business and program. Meetings may not last more than one set period.

Sec. 2.

Special meeting may be called by unanimous approval of the officers of the organization, with the approval of the sponsor.

Sec. 3

Any special meeting which is called by the officers must have a definite purpose. These should be held to a minimum.

Sec. 4.

Social meetings may be called at any time outside school hours provided the meeting has been completely planned at least one week before the said scheduling of said social meeting and has been approved by sponsor and administration.

Sec. 5.

Any regular meeting may be cancelled should the program committee not have a prepared written program or should the president fail to have a prepared written agenda of business to be considered.

Sec. 6.

A quorum shall be a majority of total membership. A majority of the members in good standing shall constitute a quorum for the transaction of business.

Article 6.

This constitution may be amended at any meeting of the organization by a two-thirds vote of the total membership.

BY LAWS

Article 1.

Sec. 1 Duties of the President

1. Prepare agenda
2. Consult frequently with coordinator-sponsor.
3. Preside in and conduct club meetings.
4. Represent the club and serve as speaker for the organization when occasions permit.
5. Coordinate club efforts by keeping in close touch with all officers, members, and functioning committees.
6. Keep club work moving in a satisfactory manner.

Sec. 2. Duties of the Vice-President

1. Be prepared to take over duties of president.
2. See that the meeting place of the club is in order and that all club paraphenalia is ready.
3. Must confer with President at all planning meetings.

Sec. 3. Duties of the Secretary

1. Prepare minutes of meeting in acceptable proper form.
2. Read the minutes of all club meetings.
3. Check roll at all general meetings.
4. Attend to official correspondence.
5. Count votes officially, with help of teller, and record results.
6. Prepare club reports.
7. Keep permanent record of the club.
8. Cooperate with the treasurer in keeping accurate membership roll.
9. Have the following at each meeting:
   -Secretary's book and minutes of previous meeting
   -List of committees and committee reports.
   -Copies of Constitution and By-Laws
   -Copy of official manual
   -Pen and pencil
10. Serve as chairman if the President and the Vice-President are absent.

Sec. 4. Duties of the Treasurer

1. Keep permanent record book in ink. This is to be accurate account of all money received and paid out.
2. Prepare financial report and statements.
3. Submit books for audit at least once each year.
4. Encourage individual and club thrift.
5. Cooperate with the secretary in keeping an accurate membership roll.

Sec. 5. Duties of Parliamentarian

1. The Parliamentarian shall advise the officers as to the correct parliamentary procedure.
2. He shall serve as chairman of the Constitution and Rules Committee.

Article 2.

Sec. 1.

An election of all officers shall be held once each year.

Sec. 2.

No member may hold the same office in succession. Filling an unexpired term for a semester shall in this regard, be considered as a term in office.

Sec. 3.

Should an officer resign during the club year, a special election shall be held, except in the case of the President; in this case the Vice-President will fill the vacancy.

STEPS TO BE FOLLOWED BY ALL COMMITTEE CHAIRMEN

In each committee meeting, each committee chairman should:

1. Tell those assembled the name of the committee.
2. The committee chairman should introduce himself.
3. The committee chairman should appoint a member of the committee to take minutes of the meeting. These minutes will be written up in approved form and presented to the chairman, who will later use them for an oral or written report.
4. Make introduction, if do not know each other, introduce the sponsor.
5. Explain the purpose of the committee.
6. Tell the members of the committee exactly what is to be done in this committee meeting.
7. Lead the group discussion.
8. Formulate definite action or recommendations.
   Summarize the recommendations of the committee.
   Ask for corrections.
   Thank the committee, compliment if appropriate.
9. Help person appointed in #3 above to prepare the minutes.
10. Be able and ready to report at next club meeting or when asked to report.

SUGGESTED STANDING COMMITTEES

1. Constitution Committee
2. Finance and Audit Committee
3. Special Awards and Banquet Committee
4. Program Committee
5. Service Project Committee
6. Social Committee

SUGGESTED PUBLIC RELATIONS PROJECTS

1. Brochure - briefly telling about program
2. Christmas greetings from club to employers
3. Spring Employee-Employer Banquet
4. Newspaper Articles
5. Service Project for Community
6. Thank You's from club for contributions to the program during the year.
7. Window displays - at school & in business places.

THE AGENDA OR ORDER OF BUSINESS

It is customary for every group to adopt a standard order of business for meetings.

1. Call to order
2. Reading and approval of minutes
3. Reports of officers and standing committees
4. Reports of officers and standing committees
5. Reports of special committees
6. Unfinished business
7. New business
8. Program
9. Adjournment

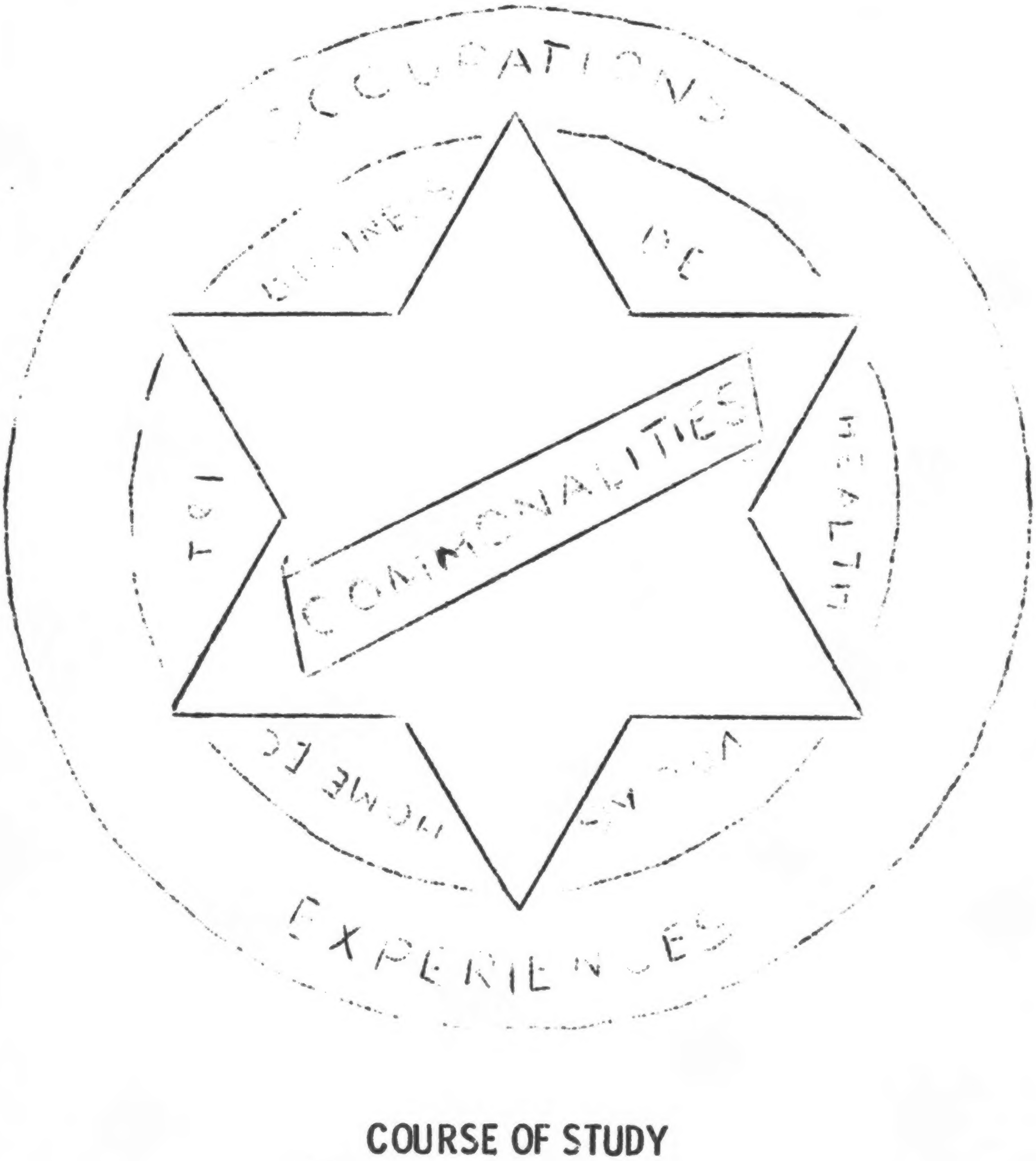
References:

1. Mr. Chairman, A book of Parliamentary Procedure, Extension Service Kansas State University, Manhattan, Kansas.

2. An Orderly Method of Conducting A Meeting, Parliamentary Procedure, Extension Service, Kansas State University, Manhattan, Kansas.

INTERDISCIPLINARY

VOCATIONAL EDUCATION


OCCUPATIONS
BUSINESS
OE
T&I
COMMONALITIES
HEALTH
HOME EC
EXPERIENCES

COURSE OF STUDY

12th Year - Commonalities

course of study

EXPERIENCES

in

OCCUPATIONS

General Related Vocational Information
For Exploratory Experiences in Occupations

Prepared by
Pilot-Project Instructional Team
of
Paola High School

and

R.J. Agan, Professor of Vocational Education

and

Graduate Assistants Assigned to Project

July 1968

Kansas State University
Manhattan, Kansas

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Employer Information Handbook

TWELFTH YEAR EXPERIENCES

In the twelfth year program, the student selects an occupation in which he has the greatest interest. The coordinator locates acceptable training stations based on the occupations selected by the students for a part-time job.

The student applies for the job and is interviewed by the employer. He must acquire the job on his own rather than being placed in a particular job by the coordinator.

A training outline is planned by the coordinator and the employer. The working hours are fifteen or more hours per week. The employer supervises the work on the job. The coordinator supplies supervision from the school, with visits to the work station at certain intervals of time. The Coordinator and teachers of the Pilop Project team are available for individual counseling with the students and for consultation in their related fields.

Each student is assigned to a teacher that has the interest and background in the vocational area of the part-time job. The teacher gives job related assignments to the student each week. In many cases study guides are made available by cooperative occupational educational programs for use. If study guides are not available, the coordinator, employer, and coordinating teacher develop the instructions and job-related assignments.

The following section includes assignment sheets which may be used as guides for the student as he studies his occupation.

Assignment Sheet

Dental Assistants

OBJECTIVES:

1. Mastery of the practical job skills and procedures performed by the worker in the occupation.
2. Comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.
3. Development of those personal-social traits which are essential for the successful worker.

ITEMS NEEDED:

1. Course of Study, Dental Assistants, University of Missouri.
2. Pencil or pen.
3. Answer sheets.

REFERENCES:

1. Schwarzrock, L. H. and S. P. Schwarzrock, Effective Dental Assisting, Second Edition, Wm. C. Brown Co., 135 South Locust, Dubuque, Iowa, 1959.
2. Read and do the assignments. Answer all questions on the answer sheets, or on a separate sheet of paper. DO NOT WRITE IN THE STUDY GUIDE!
3. Assignments are due on the date shown on the Study Guide Assignment Sheet. Late papers will be graded down one (1) letter grade for each day late. ALL assignments must be handed in, or the work will be incomplete.

TIME:

As shown on the Study Guide Assignment sheet.

Assignment Sheet

Dental Assistants

POINT VALUES:

Each lesson will be assigned a value of 100 points, making a total possible score of 900 points for each semester, and 1800 points for the year. The total point value will be converted to a letter grade for each semester, and for the year.

EXTRA CREDIT:

Extra credit may be earned by reading and writing a condensation of articles from trade or technical periodicals. The form to follow in writing the report is given below. This form MUST be followed.

Your Name

Time Started Reading:

The Date

Time Finished Reading:

Name of Periodical - - Month, Day, and Year of Publication

Name of Article - - by: Name of Author - - Page Numbers

The condensed article, in correct English form.

A total of 200 points may be earned as extra credit with these reports. Points will be allowed according to the article, correct form, etc. These will be bonus points, to be added to the regular work total.

Study Guide Assignments

Dental Assistants

DATE	SHEET NO.	TOPIC	UNITS	DATE DUE
Sep. 6	1	Orientation	1-10	Sep. 16
Sep. 19	2	Working With the Public	11-15	Sep. 30
Oct. 3	3	Maintaining Patients' Records	16-22	Oct. 14
Oct. 17	4	Maintaining Business Records	23-34	Oct. 28
Oct. 31	5	Managing the Office	35-39	Nov. 11
Nov. 14	6	Housekeeping and Maintaining Equipment	40-52	Nov. 23
Nov. 28	7	Anatomy and Technical Terms	53-55	Dec. 9
Dec. 12	8	Diet, Dental Disease, and Cavity Classification.	56-61	Dec. 22
Dec. 26		CHRISTMAS VACATION		
Jan. 2	9	Oral Hygiene and Orthodontics	62-69	Jan. 13
Jan. 16	10	Sterilization and Care of Dental Instruments	70-72	Jan. 27
Jan. 30	11	Drugs, Anesthesia, First Aid, and Emergency Care	73-74	Feb. 10
Feb. 13	12	Assisting in the Operating Room	75-94	Feb. 24
Feb. 27	13	Materials and Procedures for Filling Teeth	95-108	Mar. 10
Mar. 13	14	Assisting with Inlays, Crowns, Bridges, and Jacket Crowns	109-118	Mar. 23
Mar. 28	15	Surgery	119-130	Apr. 7
Apr. 10	16	Dentures and Orthodontic Devices	131-140	Apr. 21
Apr. 24	17	Impressions, models, Dentures, and Castings	141-151	May 5
May 8	18	Radiography	153-164	May 18

Assignment Sheet

Psychiatric Aide

OBJECTIVES:

1. Mastery of the practical job skills and procedures performed by the worker in the occupation.
2. Comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.
3. Development of those personal-social traits which are essential for the successful worker.

ITEMS NEEDED:

1. Courses of Study. Dental Assistants, and Pre-Nursing, University of Missouri.
2. Pencil or pen.
3. Answer sheets.

REFERENCES:

1. Schwarzrock, L. H. and S. P. Schwarzrock, Effective Dental Assisting, Second Edition, Wm. C. Brown Co., 135 South Locust, Dubuque, Iowa, 1959.
2. Thompson, Ella M. and Margaret LeBaron, Simplified Nursing, 7th Edition, J. B. Lippincott Company, 333 West Lake Street, Chicago, Illinois, 1960.

DIRECTIONS:

1. Follow the Courses of Study listed above, and the Study Guide Assignment Sheet.
2. Read and do the assignments. Answer all questions on the answer sheets, or on a separate sheet of paper. DO NOT WRITE IN THE STUDY GUIDES!
3. Assignments are due on the date shown on the Study Guide Assignment Sheet. Late papers will be graded down one (1) letter grade for each day late. ALL assignments must be handed in, or the work will be incomplete.

TIME:

As shown on the Study Guide Assignment Sheet.

ASSIGNMENT SHEET

Psychiatric Aide

POINT VALUES:

Each lesson will be assigned a value of 100 points, making a total possible score of 900 for the semester. The total point value will be converted to a letter grade for the semester.

EXTRA CREDIT:

Extra credit may be earned by reading and writing condensations of articles from trade or technical periodicals. The form to follow in writing the report is given below. This form MUST be followed.

Time Started Reading: Your Name

Time Finished Reading: The Date

Name of Periodical - - Month, Day, and Year of Publication

Name of Article - - By: Name of Author - - Page Numbers

The condensed article, in correct English form.

A total of 200 points may be earned as extra credit with these articles. Points will be allowed according to the article, correct form, etc. These will be bonus points, to be added to the regular work total.

Study Guide Assignments

Psychiatric Aide

DATE	SHEET NO.	TOPIC	UNITS	DATE DUE
Sep. 6	PN- 2	Personality and Personal Hygiene	9-10	Sep. 16
Sep. 19	DA- 2	Working with the Public	11-15	Sep. 30
Oct. 3	PN-16	Charts and Records	101-107	Oct. 14
Oct. 17	PN-15	Recreational Diversions for Patients	99-100	Oct. 28
Oct. 31	PN- 6	Admission and Discharge of Patients	33-43	Nov. 11
Nov. 14	PN-33	Care of Hospital Equipment	11-16	Nov. 23
Nov. 28	PN-13	Body Mechanics and Moving Patients	91-95	Dec. 9
Dec. 12	PN-11	Bed Comfort	77-84	Dec. 22
Dec. 26		CHRISTMAS VACATION		
Jan. 2	PN-12	Special Comfort Measures	85-90	Jan. 13
		END OF SEMESTER		

PN- Refers to the Course of Study in Pre-Nursing from the University of Missouri.

DA- Refers to the Course of Study in Dental Assistants from the University of Missouri.

Assignment Sheet

Inhalation Therapist

OBJECTIVES:

1. Mastery of the practical job skills and procedures performed by the worker in the occupation.
2. Comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.
3. Development of those personal-social traits which are essential for the successful worker.

ITEMS NEEDED:

1. Courses of Study, Dental Assistants, and Pre-Nursing, University of Missouri.
2. Pencil or pen.
3. Answer sheets.

REFERENCES:

1. Schwarzrock, L. H. and S. P. Schwarzrock, Effective Dental Assisting, Second Edition, Wm. C. Brown Co., 135 South Locust, Dubuque, Iowa, 1959.
2. Thompson, Ella M. and Margaret LeBaron, Simplified Nursing, 7th Edition, J. B. Lippincott Company, 333 West Lake Street, Chicago, Illinois, 1960.

DIRECTIONS:

1. Follow the Courses of Study listed above, and the Study Guide assignment sheet.
2. Read and do the assignments. Answer all the questions on the answer sheets, or on a separate sheet of paper, DO NOT WRITE IN THE STUDY GUIDES!
3. Assignments are due on the date shown on the Study Guide Assignment Sheet. Late papers will be graded down one (1) letter grade for each day late. ALL assignments must be handed in, or the work will be incomplete.

TIME:

As shown on the Study Guide Assignment Sheet.

Assignment Sheet

Inhalation Therapist

POINT VALUES:

Each lesson will be assigned a value of 100 points, making a total possible score of 900 points for the semester. The total point value will be converted to a letter grade for the semester.

EXTRA CREDIT:

Extra credit may be earned by reading and writing condensations of articles from trade or technical periodicals. The form to follow in writing the report is given below. This form MUST be followed.

Time Started Reading: Your Name

Time Finished Reading: The Date

Name of Periodical - - Month, Day, and Year of Publication

Name of Article - - By: Name of Author - - Page Numbers

The condensed article, in correct English form.

A Total of 200 points may be earned as extra credit with these reports. Points will be allowed according to the article, correct form, etc. These will be bonus points, to be added to the regular work total.

Study Guide Assignments

Inhalation Therapist

DATE	SHEET NO.	TOPIC	UNITS	DATE DUE
Sep. 6	PN- 2	Personality and Personal Hygiene	9-10	Sep. 16
Sep. 19	DA- 2	Working with the Public	11-15	Sep. 30
Oct. 3	PN-16	Charts and Records	101-107	Oct. 14
Oct. 17	PN-15	Recreational Diversions for Patients	99-100	Oct. 28
Oct. 31	PN- 6	Admission and Discharge of Patients	33-43	Nov. 11
Nov. 14	PN-33	Care of Hospital Equipment	11-16	Nov. 23
Nov. 28	PN-13	Body Mechanics and Moving Patients	91-95	Dec. 9
Dec. 12	PN-11	Bed Comfort	77-84	Dec. 22
Dec. 26		CHRISTMAS VACATION		
Jan. 2	PN-12	Special Comfort Measures	85-90	Jan. 13
		END OF SEMESTER		

PN- Refers to the Course of Study in Pre-Nursing from the University of Missouri.

DA- Refers to the Course of Study in Dental Assistants from the University of Missouri.

Assignment Sheet
NURSES AIDE

OBJECTIVES:

1. Mastery of the practical job skills and procedures performed by the worker in the occupation.
2. Comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.
3. Development of those personal-social traits which are essential for the successful worker.

ITEMS NEEDED:

1. Course of Study, Pre-Nursing, University of Missouri.
2. Pencil or pen.
3. Answer sheets.

REFERENCES:

1. Thompson, Ella M. and Margaret LeBaron, Simplified Nursing, 7th Edition, J.B. Lippincott Company, 333 West Lake Street, Chicago, Illinois, 1960.

DIRECTIONS:

1. Follow the Course of Study, Pre-Nursing, and the Study Guide assignment sheet.
2. Read and do the assignments. Answer all questions on the answer sheets, or on a separate sheet of paper. DO NOT WRITE IN THE STUDY GUIDE!
3. Assignments are due on the date shown on the Study Guide Assignment Sheet. Late papers will be graded down one (1) letter grade for each day late. ALL assignments must be handed in, or the work will be incomplete.

TIME:

As shown on the Study Guide Assignment Sheet.

Assignment Sheet
NURSES AIDE

POINT VALUES:

Each lesson will be assigned a value of 100 points, making a total possible score of 900 points for each semester, and 1800 points for the year. The total point value will be converted to a letter grade for each semester, and for the year.

EXTRA CREDIT:

Extra credit may be earned by reading and writing a condensation of articles from trade or technical periodicals. The form to follow in writing the report is given below. This form MUST be followed.

Time Started Reading: Your Name

Time Finished Reading: The Date

Name of Periodical - - Month, Day, and Year of Publication

Name of Article - - by: Name of Author - - Page Numbers

The condensed article, in correct English form.

Extra credit may also be earned by completing additional assignments in the Study Guide. These assignments must be completed in the same manner as the regular assignments.

A total of 200 points may be earned as extra credit with reports on articles read. Points will be allowed according to the article, correct form, etc. These will be bonus points, to be added to the regular work total.

An additional 200 points may be earned by doing extra assignments. These also will be bonus points, added to the total to determine the letter grade.

Study Guide Assignments

Nurses Aide

DATE	SHEET NO.	TOPIC	UNITS	DATE DUE
Sep. 6	1	Nursing as a Career	1-8	Sep. 16
Sep. 19	2	Personality and Personal Hygiene	9-10	Sep. 30
Oct. 3	3	Care of Hospital Equipment	11-16	Oct. 14
Oct. 17	4	Care of the Patient's Unit	17-23	Oct. 28
Oct. 31	5	Making and Caring for Beds	24-32	Nov. 11
Nov. 14	6	Admission and Discharge of Patients	33-43	Nov. 23
Nov. 28	7	Serving Foods and Fluids	44-54	Dec. 9
Dec. 12	8	Elimination	55-63	Dec. 22
Dec. 26		CHRISTMAS VACATION		
Jan. 2	9	Daily Care and Personal Service	64-70	Jan. 13
Jan. 16	10	Baths: Bed, Tub, and Shower	71-76	Jan. 27
Jan. 30	11	Bed Comfort	77-84	Feb. 10
Feb. 13	12	Special Comfort Measures	85-90	Feb. 24
Feb. 27	13	Body Mechanics and Moving Patients	91-95	Mar. 10
Mar. 13	14	Shampooing the Hair	96-98	Mar. 23
Mar. 28	15	Recreational Diversions for Patients	99-100	Apr. 7
Apr. 10	16	Charts and Records	101-107	Apr. 21
Apr. 24	17	Collecting Specimens	108-113	May 5
May 8	18	Temperature, Pulse, Respiration, and Blood Pressure.	114-115	May 18

Assignment Sheet
for
Teachers Aide

Objectives:

1. To prepare the student to be a more effective teacher aide.
2. To orient the student to the various duties and procedures within the classroom situation.
3. To show the importance of developing a classroom procedure to conserve educational time.
4. To provide experiences in filling out admission and financial aid blanks for college.
5. To encourage the student to complete applications to colleges and universities early.
6. To develop an appreciation for educational displays.
7. To develop skills in assembling displays.
8. To develop skills in assembling exhibits.
9. To become more knowledgeable of educational writings by reading educational periodicals.

Items Needed:

Items and materials needed will vary with each assignment and are therefore mentioned in the directions.

References:

1. East, Marjorie, and Edgar Dale. Display for Learning. (Second Edition), New York: Dryden Press, 1954.
2. Gilbertson, H. W. Educational Exhibits-How to Prepare and Use Them. Washington: Government Printing Office, 1951.
3. Kelley, Fern, and others. Use Exhibits and Posters As Aids In Improving Teenage Nutrition. United States Department of Agriculture, Circular 535. Washington: Government Printing Office.
4. National T.E.P.S. Commission. Invitation to Teaching. Washington: National Education Association, 1964.

5. Kansas T.E.P.S. Commission. Kansas Colleges and Kansas Teachers Issue An Invitation to Teaching. Topeka: Kansas State Teachers Association, 1966.

6. United States Office of Education. Teaching As a Career. Washington: Government Printing Office, 1965.

Directions:

I. Class Procedures.

1. Check with each teacher with whom you are working to find out what daily duties will be expected of you. (Examples-taking roll, opening or closing windows, adjusting blinds, cleaning chalk boards, typing, grading, etc.).

2. Make a list of the duties you are expected to perform in the classroom and the procedures you are to follow to carry out these duties. Turn in a copy of this information to the coordinator.

3. Carry out the duties that each teacher has assigned to you and keep a daily diary of your activities.

4. Read reference # 4.

II. College Applications.

1. Scan reference # 5.

2. Secure application blanks for admission and financial aid to the college of your choice from the Guidance Office and complete.

3. Make an appointment with the guidance counselor to discuss the application blanks after you have completed them.

4. Hand the application blanks into the Coordinator before the end of the first nine weeks of school for his evaluation.

5. Mail the forms to the college after the evaluation.

III. Bulletin Boards.

1. Obtain reference # 1 and read pages 3-27 and 238-254 and answer the following questions to be handed in.

   (a) List six reasons for using displays in education. (60 points).

   (b) What are the two main steps in planning a display? (20 points).

(c) What are the three means to translate the display plan into visual symbols? (30 points).

(d) List and briefly explain the two ways of using a bulletin board. (40 points).

2. Check with the teacher you are working with and make arrangements for taking charge of and caring for the bulletin board displays.

3. After checking with the teacher on ideas that would need to be covered you may wish to return to reference #1 for additional ideas on materials, design, and mediums for displays.

4. Bulletin board displays should be changed at least every two weeks. Each time a new display is made, the Display Record Sheet must be completed and handed into the coordinator to obtain credit for your work.

IV. Exhibits.

1. Read the following references:
   (a) # 1, pages 255-280.
   (b) # 2, pages 1-30.
   (c) # 3, pages 1-16.

2. Check with your teacher to make arrangements for setting up an exhibit during the semester. (At least one exhibit each semester).

3. After the exhibit has been completed you must fill out a Display Record Sheet and return it to the coordinator.

4. While the display is in the classroom you should make arrangements to have a picture taken of it. This might be done by the school photographer. (In color if possible). This picture should be attached to the Display Record Sheet.

V. Standing Assignment.

1. When finished with any assignment, educational periodicals are to be read, with articles written up in condensed form and handed in - using the following heading:

Time Started Reading Your Name
Time Finished Reading Date
Name of Periodical - - Month, Day, & Year of Periodical
Name of Article - - by Name of Person - - Page Numbers

2. The coordinator will determine the point value of the article read, points ranging from 5-25 per article.

3. Reference numbers 4 and 6 must be included in these readings.

4. The daily diary that has been kept must be handed in the Monday of the last week of the first semester.

Time: One Semester.

Point Value:

Total possible points for semester - 2600.
For point value of each assignment refer to Total Point Distribution below.

Total Point Distribution

Assignment:	Possible Points:
List of classroom duties and procedures	100
Completion of college application blanks	200
Answer to questions on reference # 1	150
Bulletin board displays (100 points each)	1,000
Exhibit display	300
Periodical Readings	450
Daily Diary	400
TOTAL POINTS	2,600

Display Record Sheet

Name____Room Number of Display______.

Dates Display was posted: From_________________________to____________________.

What type of display did you use?____.

Where did you get your idea for the display?

Where were materials obtained?

What methods did you use to make an appealing display?

Do you feel the display was effective? Explain.

In the space provided below draw a sketch of your display or attach a photograph of the display.

____

Signature of Teacher

Answer Key - Teachers Aide

Question: List six reasons for using displays in education.

Answer: (Page 12 of reference #1). 10 points each.

1. to concentrate interest and attention,
2. to show the basic structure of an idea,
3. to explain abstract ideas by relating them to concrete things,
4. to bring scattered ideas together to form new concepts,
5. to turn ideas into words,
6. and to encourage expression.

Question: What are the two main steps in planning a display?

Answer: (Page 13 of reference #1). 10 points each.

1. Understand your display problem,
2. then translate it into visual symbols.

Question: What are the three means to translate the display plan into visual symbols?

Answer: (Page 27 of reference #1). 10 points each.

1. Carefully select the materials you wish to use for carrying out your plan.
2. Use the principles of design in arranging your materials so as to help them make their points.
3. Choose the most suitable display medium for carrying out your overall plan.

Question: List and briefly explain the two ways of using a bulletin board.

Answer: (Page 239 of reference #1), 20 points each.

1. "Pin-up board" - tack clippings, fire-drill notice, pin pictures that illustrate an activity.
2. "Poster board" - One central idea, urges the viewer to some kind of action.

Waitress

Objectives:

1. Mastery of the practical job skills and procedures performed by the worker in the occupation.

2. Comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.

3. Development of those personal-social traits which are essential for the successful worker.

References:

1. Food Service, Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri.

2. U. S. Department of Health, Education, and Welfare, Food Service Industry Training Programs and Facilities, OE-82007, Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C. 1961.

3. Sealtest Foods, Know Your Job, Sealtest Foods, Sales, and Advertising Dept., 260 Madison Ave. New York, 1948.

4. Dietz, Susan M., The Correct Waitress, Ahrens Publishing Co. Inc., 116 West 14 Street, New York, New York, 10011, 1952.

5. Dahl, J. O., The Efficient Waitress Manual, Dahl Publishing Co., 911 Summer St., Stamford, Connecticut, Ninth Edition, 1944.

Directions:

1. Reading and Study Assignments are given each Tues. and Thurs., of the second nine weeks period, (note attached Assignment Sheet).

2. The due date for the assignment is given, Tuesday's assignment will be due on Thursday, and likewise, Thursday's assignment will be due the following Tuesday. When each assignment is completed it should be handed into the instructor or a person the instructor has designated is to receive them.

3. These assignments are to be written on sheets of paper, not in book, if written in book, you buy it. $2.00.

4. Be prompt with work, penalty for late work, so do meet the deadline, unless excused absent, then confer with instructor.

5. Final exam will be given over second nine weeks work, all papers must be in before final grade given.

Waitress

Directions Cont.

7. Trade and technical periodicals are to be read, with articles written up in condensed form and handed in to instructor for additional points. The instructor will determine point worth of article read, points ranging from 5-50 points per article.

8. When handing in additional readings for extra credit, this heading should be used:

Time Started Reading	Your Name
Time Finished Reading	Date

Name of Periodical-month, day, year of periodical

Name of Article, by name of person-page numbers

Condensed Story

Time:

1. Mentioned in directions no. 2 above, and also on attached assignment sheet handout.

Point Value:

1. On attached sheet also
   Total possible points for second nine weeks period - 2400

Waitress   Assignment Sheet   second 9 weeks period

October 31	Food Service Study Course-Forward, Intro, and Discussion	
November 1	Food Service Study Course-Assignment Sheet No. 1	Due 3rd.
3	Food Service Study Course-Assignment Sheet No. 2	Due 8th.
	-Teachers Meeting	
8	Food Service Study Course-Assignment Sheet No. 3	Due 10th
10	Food Service Study Course-Assignment Sheet No. 4	Due 15th
15	Food Service Study Course-Assignment Sheet No. 5	Due 17th
17	Food Service Study Course-Assignment Sheet No. 6	Due 22nd
22	Food Service Study Course-Assignment Sheet No. 7	Due 1st
	-Thanksgiving	
December 1	Food Service Study Course-Assignment Sheet No. 8	Due 6th
6	Food Service Study Course-Assignment Sheet No. 9	Due 8th
8	Food Service Study Course-Assignment Sheet No.10	Due 13th
13	Food Service Study Course-Assignment Sheet No.11	Due 15th
15	Food Service Study Course-Assignment Sheet No.12	Due 20th
20	Food Service Study Course-Assignment Sheet No.13	Due 22nd
22	Food Service Study Course-Assignment Sheet No.14	Due 3rd
	-Christmas	
January 3	Food Service Study Course-Assignment Sheet No.15	Due 5th
5	Food Service Study Course-Assignment Sheet No.16	Due 10th
10	Food Service Study Course-Assignment Sheet No.17	Due 12th
12	Overall material covered this nine weeks	Final Exam

Tentative Basic Weekly Schedule

Tues., and Thurs. -Reading and Study assignments are given. Assignment due the immediate Thurs. and Tues. respectively.

-All assignments to be promptly handed to instructor, written on additional paper not in book, penalty for late work.

-Final exam to be given last assignment day of nine weeks, all papers must be in for entire nine weeks before passing grade can be given.

Standing Assignment: (for extra credit)

-When finished with any assignment, trade and technical periodicals are to be read, with articles written up in condensed form and handed in to instructor for additional points. Use following heading:

Time Started Reading   Your Name
Time Finished Reading   Date

Name of Periodical - month, day, year of periodical
Name of Article - by name of person - page numbers

(The schedule is subject to change, as necessary, based upon daily school schedule, coordination, job problems, student needs, etc.)

Total Point Distribution - Second 9 Weeks - First Semester
Waitress or Food Service

	Possible Points	Date Completed
Assignment Sheet No. 1	100	
Assignment Sheet No. 2	100	
Assignment Sheet No. 3	100	
Assignment Sheet No. 4	100	
Assignment Sheet No. 5	100	
Assignment Sheet No. 6	100	
Assignment Sheet No. 7	100	
Assignment Sheet No. 8	100	
Assignment Sheet No. 9	100	
Assignment Sheet No.10	100	
Assignment Sheet No.11	100	
Assignment Sheet No.12	100	
Assignment Sheet No.13	100	
Assignment Sheet No.14	100	
Assignment Sheet No.15	100	
Assignment Sheet No.16	100	
Assignment Sheet No.17	100	
Final Exam - Second 9 weeks	500	
Extra Credit (Readings, not to exceed)	200	
Total Possible Points	2400	
Total Possible Points (Divide by 24 to find % grade)		

Assignment Sheet
of
Secretarial Training
For First Nine-Week Period

Objectives:

1. To aid in mastering certain office duties that have not been included in other courses, such as handling the mail, secretarial reference book study, and travel arrangements.

2. To provide refresher training in once-learned understandings and skills that are partially lost if they are not used constantly.

3. To integrate the old and the new understandings and skills by means of a series of realistic office assignments.

4. To guide in the proper development of personal qualities so that the student will be more likely to succeed on the job.

Items Needed:

Typewriter
Postage Meter
Timetable --air, train, bus
Maps, U.S. & World
Telephone
Reference Books
Letterheads & Envelopes
Business Reply Postal Cards
Air-Mail Stamp
Special Delivery Stamp
Special Handling Stamp
Zip-Code Directory
Labels for Mailing
Tour-Aid Travel Guide
Telephone Directory
Almanac
Secretarial Handbook

Assignment Sheet
of
Secretarial Training
For First Nine-Week Period

References:

Agnew, Peter L., James R. Meehan and F. W. Loso, Secretarial Office Practice. Fifth edition. Chicago: South-Western Publishing Co., 1954. p. 145-160, p. 391-422, p. 559.

Hutchinson, Lois Irene, Standard Handbook for Secretaries. Manchester, Missouri: McGraw-Hill Book Company, Inc., 1963. p. 351-375, p. 609.

MacGibbon, E. G., Fitting Yourself For Business. Manchester, Missouri: McGraw-Hill Book Company, Inc., 1961. p. 58.

Newton, Roy and F. G. Nichols, How To Improve Your Personality. Manchester, Missouri: McGraw-Hill Book Company, Inc., 1954. p. 160-180.

Price, Ray G., Vernon A. Musselman, and Edwin E. Weeks, Jr., General Business for Everyday Living. Manchester, Missouri: McGraw-Hill Book Company, Inc., 1960. p. 300-331.

Stickney, Rufus, Blanche G. Stickney and others, Office and Secretarial Training. New York: Prentice Hall, 1953. p. 1-33, p. 152-213, p. 248-263.

Whitcomb, Helen and Rosalind G. Lang, Charm. Manchester, Missouri: McGraw-Hill Book Company, Inc., 1964. p. 289-293.

Assignment Sheet
of
Secretarial Training

I. SECRETARIAL WORK AS A CAREER -- (1 week)

- A. Career choices for the Secretary
- B. Qualification for secretarial work
- C. The development of secretarial qualifications
    - 1. Appearance
    - 2. Personality
    - 3. Mental alertness
    - 4. Skills and knowledges

Directions:

1. Refer to Unit outline above.

2. Select your choice of career in the secretarial field.

3. Make a job description of your choice.

II. USING REFERENCE BOOKS -- (1 week)

- A. Where to look for information
    - 1. Unit Bibliography
    - 2. Libraries
    - 3. Business offices
    - 4. Government offices
- B. Sources of general information
    - 1. Reference books emphasizing English
    - 2. Reference books containing facts
    - 3. Guides
    - 4. Miscellaneous reference sources
- C. Sources of business information
    - 1. Directories
    - 2. Credit and financial information
    - 3. Periodicals
    - 4. Government publications
- D. The Secretary's Basic Books
    - 1. Dictionary
    - 2. Telephone Directory
    - 3. Almanac
    - 4. Secretarial handbook
    - 5. Postal manual
    - 6. Hotel Red Book
    - 7. City Directories
- E. Developing Skill in the use of Reference Books.
    - 1. Organize your search
    - 2. Determining Key words
    - 3. Using the Index and Table of Contents
    - 4. Recording information
        - a. Listing sources
        - b. Writing notes
        - c. Abstracting

II. USING REFERENCE BOOKS (continued)

Directions:

1. Refer to page of Unit outline.
2. Find a cartoon or comic strip or your own sketch to illustrate the necessity of the secretary using reference books.
3. Prepare a bibliography that every secretary should have in his or her possession.
4. Prepare a list of names of books every secretary should have on her desk, and a brief summary of the information contained in each.
5. Prepare a brief well-organized procedure in developing skill in the use of reference books.

III. RECEIVING AND HANDLING MAIL -- (1 week)

- A. Handling Incoming Mail
    - 1. Opening Mail
    - 2. Forwarding Mail
    - 3. Handling Enclosures
    - 4. Dating and routing mail
- B. Handling Outgoing Mail
    - 1. Collecting from Departments and Individuals
    - 2. Preparing for mailing
        - a. Checking enclosures and addresses
        - b. Folding
        - c. Sealing
        - d. Stamping
        - e. Sorting
- C. Postal Regulations and Procedures
    - 1. Classification of mail
        - a. First-class
        - b. Second-class
        - c. Third-class
        - d. Fourth-class
    - 2. Special Postal Services
        - a. Air Mail
        - b. Registered
        - c. Certified
        - d. Insured
        - e. Money orders
        - f. Special Delivery
        - g. Special Handling
        - h. C. O. D.
        - i. Return Receipts
        - j. Postage Meter
        - k. Business Reply cards & envelopes
        - l. Stamped Postal cards & envelopes
        - m. Bulk rate

Directions:

1. Refer to unit outline above.

2. Refer to reference page and read the mailing information given by Agnew, Hutchinson, and MacGibbon.

3. Type a letter and prepare it for mailing, following the complete detailed procedure of getting it ready to mail.

4. Be prepared to discuss the handling of incoming mail.

IV. TRANSPORTATION OF PEOPLE AND GOODS -- (2 weeks)

- A. Transporting People
    - 1. Types of Travel
        - a. Rail
        - b. Air
        - c. Water
        - d. Bus
        - e. Automobile
    - 2. Sources of Information
    - 3. Planning the Trip and Preparing an Itinerary
        - a. Reserving Travel accommodations
        - b. Making hotel reservations
        - c. Travel funds
        - d. Forwarding mail and calls
        - e. Personal expense report
- B. Transporting Goods
    - 1. Types of Transportation
        - a. Rail
        - b. Air
        - c. Express company
        - d. Mail
        - e. Truck
        - f. Water
        - g. Messenger

Directions:

1. Refer to unit outline above.

2. Secure tour-aid travel guides from Airline, Railroad, and Bus companies and Service Stations.

3. Plan a round-trip vacation to the destination of your employer's choice.
    - a. By telephone secure information in making hotel or motel reservation.
    - b. Determine costs of all ways of travel and compare them.
    - c. Determine advantages and disadvantages of each method of travel.
    - d. When the method of travel has been decided, prepare a detailed itinerary in triplicate.

4. Select an article of merchandise for shipment.

5. Secure information for the best method of shipment.
    - a. Consider urgency of shipment.
    - b. Consider cost of shipment.
    - c. Consider handling of merchandise.

IV. TRANSPORTATION OF PEOPLE AND GOODS (continued)

Directions:

6. Prepare the merchandise for shipment according to the proper procedures discussed in class.

V. CLERICAL PRACTICE SET

Directions:

1. Follow the directions of the Student's Manual in the practice set by reading instructions carefully before typing each assignment.

Assignment Schedule
of
Secretarial Training
First Nine-Week Period

Date Assigned	Unit Page	Unit Topic	Date Due	Point Value
Sept. 1	3	Secretarial work as a career	Sept. 9	100
Sept. 12	3	Learning How to Use Secretarial Reference Books	Sept. 16	100
Sept. 19	5	Receiving and Handling Mail	Sept. 23	100
Sept. 26	6	Transportation of People	Sept. 30	100
Oct. 3	6	Transportation of Goods	Oct. 7	100
Oct. 10	7	Clerical Practice Set	Oct. 27	500
Oct. 28		Test	Oct. 28	500
			Possible Points	1500
		Possible extra points for periodical reading		200
			Possible Total Points	1700

Assignments will be due on the last day of each unit topic.
Late papers will have one letter grade deducted for each school day late.
Any assignment not turned in will result in an incomplete grade.

Standing assignment: When finished with any acceptable assignment, secretarial periodicals are to be read, with articles written up in condensed form and handed in -- using the following headline:

Time Started Reading:__________________ Your Name:____________________________

Time Finished Reading:_________________ Date:_________________________________

Name of Periodical:____
Periodical Month Day Year

Name of Article:______________________ by name of person and page numbers

There will be 10 to 50 points for each article read and submitted on the above form.

Assignment Sheet for Selling Occupations

Objectives:

(1) to develop mastery of the job skills and procedures performed by the worker in the occupation.

(2) to broaden the comprehension of the technical and related information basic to an intelligent understanding and practice of the occupation.

(3) to develop social traits essential for the successful worker.

Items needed:
Missouri Study Guide
References
Answer sheets
Pen or pencil

References:

(1) Wingate, John A. and Nolen, Carroll A., Fundamentals of Selling, Eighth Edition, 1964, South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.

(2) Robinson, O. Preston, Blacker, William R., and Logan, William B., Store Salesmanship, Fifth Edition, 1959, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

(3) Richert, G. Henry, Meyer, Warren G., and Haines, Peter G., Retailing Principles and Practices, Fourth Edition, 1962, McGraw-Hill Book Company, Gregg Divison, 4655 Chase Avenue, Lincolnwood, Chicago, Illinois 60646.

Directions: Refer to assignment sheet in the Missouri Study Guide and follow directions. Each assignment is due on the last date listed for it. Late papers will have no point value but must be handed in to avoid incomplete records. Questions will be answered on answer sheets only. Bonus points available for completing assignments 19 and 20.

Time: As required for completion of assignments in Missouri Study Guide.

Point Value: 2000 points. Each assignment valued at 100 points.

Assignment Schedule for Selling Occupations

SALESMANSHIP INDIVIDUAL STUDY

Date	Sheet No.	Topic	Units	Due Date
Sept. 6	1	Retailing in Our Modern Society	1-8	Sept. 16
Sept. 19	2	Personal Characteristics Important in Selling	9-15	Sept. 30
Oct. 3	3	Store Policies	16-24	Oct. 14
Oct. 17	4	Why People Buy	25-27	Oct. 28
Oct. 31	5	Merchandise Knowledge for Salespeople	28-33	Nov. 11
Nov. 14	6	Opening the Sale	34-39	Nov. 23
Nov. 28	7	Presentation of Merchandise	40-43	Dec. 9
Dec. 12	8	Understanding the Customer	44-46	Dec. 22
Jan. 3	9	Plus Selling	47-48	Jan. 13
Jan. 16	10	Closing the Sale	49-51	Jan. 27
Jan. 30	11	Recording the Sale	52-58	Feb. 10
Feb. 13	12	Merchandising	59-68	Feb. 24
Feb. 27	13	Customer Services	69-75	Mar. 10
Mar. 13	14	Advertising, Sales Promotion, and Store Display	76-106	Mar. 23
Mar. 28	15	Teamwork in Selling	107-114	Apr. 7
Apr. 10	16	Selling Through Media	115-124	Apr. 21
Apr. 24	17	Business Ethics, Business Law, and the Salesman	125-127	May 5
May 8	18	Careers in Selling	128-129	May 19
	19	Gaining Success in Retailing	130-132	
	20	Mathematics for Retailing	133-137	

Assignment Schedule for Selling Occupations

MERCHANDISING GROUP INSTRUCTION

Date	Sheet No.	Topic	Units	Due Date
Sept. 6	1	Fundamentals of Retailing	1-21	Sept. 30
Oct. 3	2	Buying for Consumer Demand	22-36	Oct. 14
Oct. 17	3	Responsibilities of a Store Buyer	37-47	Oct. 28
Oct. 31	4	Negotiating for Price	48-53	Nov. 23
Nov. 28	5	Handling Incoming Merchandise	54-65	Dec. 9
Dec. 12	6	Pricing for Profits	66-74	Dec. 22
Jan. 3	7	Selling to Customers	75-83	Jan. 27
Jan. 30	8	Personal and Nonpersonal Selling	84-93	Feb. 24
Feb. 27	9	Advertising and Displaying Merchandise	94-103	Mar. 23
Mar. 28	10	Keeping Records and Controlling Stocks	104-118	Apr. 21
Apr. 24	11	Observing Government Regulations	119-126	May 19

Assignment Sheet

Objectives: (From Missouri Study Guide)

1. Mastery of the practical job skills and procedures performed by the worker in the machine shop.

2. Comprehension of the technical and related information basic to an intelligent understanding and practice of machine shop work.

3. Development of those personal-social traits which are essential for the successful worker.

Items needed:
None

References:
Machine Shop, A course of Study, Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri, 1966 (Reprint).

Directions:
Follow the Assignment Schedule.
Read and do the assignments. Answer all questions on an answer sheet or a separate sheet of paper. DO NOT WRITE IN THE GUIDE. Assignments are due on the date given in the schedule.
Late papers will have one letter grade deducted for each school day late.
Any assignments not turned in will result in a grade of INCOMPLETE.
Tests will be announced.
For extra credit (up to 200 points) read trade or technical information in magazines on the work of the Machinist or Machine Shop. 5 to 50 points per article will be given if handed in on the following form.

Time Started Reading __________ Your Name____________________
Time Finished Reading __________ Date__________ Points__________
Name of Periodical____________________ Mo._____ Day_____ Yr. ___
Name of Article ____________________ Author ________________Page____

Summary of Article

Time:
As given on assignment schedule.

Point Value:
Each assignment ----------------- 100 points.
Each test except final ----------- 100 points.
Final test -----------------------500 points.
Extra credit ------------- up to 200 points.

Assignment Schedule

Week				Due Date	
Sept.	6	No. 1	Machine Shop Occupations	Sept.	9
	12	No. 2	Blueprints: Their Use and Interpretation		23
	26	No. 3	Measuring Tools: Semiprecision		30
Oct.	3	No. 4	Measuring Tools: Precision	Oct.	14
	17	No. 5	Layout Tools and Their Uses		21
	24	No. 6	Hacksaws and Hacksaw Blades		28
	31	No. 7	Files	Nov.	11
Nov.	14	No. 8	Taps and Dies		18
	21	No. 9	Hammers, Wrenches, Screwdrivers, and Chisels	Dec.	2
Dec.	5	No. 10	Grinding Wheels and Abrasives		9
	12	No. 11	Iron and Steel Used in Machine Shops		16
	19	No. 12	The Grinding Machine: Types, Construction and care	Jan.	6
Jan.	9	No. 13	The Drill Press: Types, Construction, and Holding Devices		13
	16	No. 14	Drills and Drilling		27
	30	No. 15	The Lathe: Construction and Care	Eeb.	10
Feb.	13	No. 16	Lathe Tools and Their Application		24
	27	No. 17	Threads and Tapers	Mar.	10
Mar.	13	No. 18	Standard Fits, Finishes, Forms, Dimensions, and Tolerances		17
	20	No. 19	The Shaper: Construction, Care, and Use		31
Apr.	3	No. 20	Shaper Tools and Their Application	Apr.	7
	10	No. 21	The Milling Machine: Types, Construction, and care		21
	24	No. 22	Milling Cutters and Their Holding Devices		28
May	1	No. 23	Milling Machine Cutting Speeds, Feeds, and Lubricants	May	5
	8	No. 24	Types of Work Done on the Milling Machine		12

Auto Mechanic

Assignment Sheet

Objectives: (From Missouri Study Guide)

1. Mastery of the practical job skills and procedures performed by the worker in the garage.

2. Comprehension of the technical and related information basic to an intelligent understanding and practice of auto mechanics work.

3. Development of those personal-social traits which are essential for the successful workers.

Items needed:
None

Reference:
Auto Mechanics, A Course of Study, Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri, 1966 (Reprint).

Directions:
Follow the Assignment Schedule.
Read and do the assignments. Answer all questions on an answer sheet or a separate sheet of paper. DO NOT WRITE IN THE GUIDE.
Assignments are due on the date given in the schedule.
Late papers will have one letter grade deducted for each school day late.
Any assignments not turned in will result in a grade of INCOMPLETE.
Tests will be announced.
For extra credit (up to 200 points) read trade or technical information in magazines on the work of the Auto Mechanic or Garages.
5 to 50 points per article will be given if handed in on the following form.

Time Started Reading __________ Your Name ____________________
Time Finished Reading __________ Date ____________ Points __________
Name of Periodical ______________________ Mo. ____ Day ____ Yr. ____
Name of Article ____________________ Author ______________ Page _____

Summary of Article

Time:
As given on assignment schedule.

Point Value:
Each assignment -------------------100 points.
Each test except final -----------100 points.
Final test -----------------------300 points.
Extra credit ---------------up-to-200 points.

Auto Mechanic

Assignment Schedule

Week				Due Date	
Sept.	6	No. 1	Introduction to the Automobile Repair Business	Sept.	9
	12	No. 2	Basic Components of the Automobile		23
	26	No. 3	Common Shop Practices and Some Hazards to the Auto Mechanic		30
Oct.	3	No. 4	The Automobile Engine	Oct.	14
	17	No. 5	Automobile Engine Components		21
	24	No. 6	Engine Service		28
	31	No. 7	Fuel Systems and Service	Nov.	11
Nov.	14	No. 8	Engine Lubrication and Service		18
	21	No. 9	Engine Cooling Systems and Service	Dec.	2
Dec.	5	No. 10	Principles and Component Parts of the Electrical System		9
	12	No. 11	The Electrical System -- Ignition and Lighting		16
	19	No. 12	Electrical System Service	Jan.	6
Jan.	9	No. 13	Clutches and Clutch Service		13
	16	No. 14	Transmissions and Their Service		27
	30	No. 15	Automatic Transmissions	Feb.	10
Feb.	13	No. 16	Propeller Shafts and Universal Joints		24
	27	No. 17	Rear Axles and Differentials	Mar.	10
Mar.	13	No. 18	Springs and Suspension Systems		17
	20	No. 19	Servicing Steering and Suspension Systems		31
Apr.	3	No. 20	Brakes and Brake Service	Apr.	7
	10	No. 21	Tires and Tire Repair Service		21
	24	No. 22	General Lubrication Service		28
May	1	No. 23	Compact Cars	May	5
	8	No. 24	Management and Ownership		12
	15	No. 25	Job Management and Pricing		19

Body Man

Assignment Sheet

Objectives: (From Missouri Study Guide)

1. Mastery of the practical job skills and procedures performed by the worker in the body shop.

2. Comprehension of the technical and related information basic to an intelligent understanding and practice of body shop work.

3. Development of those personal-social traits which are essential for the successful worker.

Items needed:
None

References:
Auto Body Repair, A Course of Study, Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri, 1966 (Reprint).

Directions:
Follow the Assignment Schedule.
Read and do the assignments. Answer all questions on an answer sheet or a separate sheet of paper. DO NOT WRITE IN THE GUIDE.
Assignments are due on the date given in the schedule.
Late papers will have one letter grade deducted for each school day late.
Any assignments not turned in will result in a grade of INCOMPLETE.
Tests will be announced.
For extra credit (up to 200 points) read trade or technical information in magazines on the work of the Body Man or Body Work.
5 to 50 points per article will be given if handed in on the following form.

Time Started Reading __________ Your Name ______________________

Time Finished Reading __________ Date __________ Points __________

Name of Periodical __________________ Mo. ______ Day ____ Yr. ____

Name of Article ______________________ Author __________ Page ____

Summary of Article

Time:
As given on assignment schedule.

Point Value:
Each assignment ----------------- 100 points
Each test except final ---------- 100 points
Final test ---------------------- 300 points
Extra credit ---------- up to 200 points

Body Man

Assignment Schedule

Week			Due Date
Sept. 6	No. 1	The Auto Body Repair Business	Sept. 9
12	No. 2	Shop Hazards and Safety Practices	16
19	No. 3	Characteristics of Steel	23
26	No. 4	Force and Stress of Sheet Metal Work	30
Oct. 3	No. 5	Oxyacetylene, Arc, & Spot Welding Procedures	Oct. 21
24	No. 6	Hand Body Straightening Tools & Equipment	Nov. 2
Nov. 7	No. 7	Power Tools and Equipment	18
21	No. 88	Metal Shrinking Procedures	Dec. 2
Dec. 5	No. 9	Body Filling Procedures	9
12	No. 10	Body and Frame Construction	22
Jan. 2	No. 11	Basic Planning, Measuring, & Straightening Procedures	Jan. 6
9	No. 12	Frame Straightening and Repair	13
16	No. 13	Quarter Panel, Side, & Fender Repair	20
23	No. 14	Hood and Deck Repair	27
30	No. 15	Door Repair	Feb. 3
Feb. 6	No. 16	Roof Repair	10
13	No. 17	Unit Body and Frame Repair	24
27	No. 18	Fiber-Glass Body Repair Procedures	Mar. 3
Mar. 6	No. 19	Preparation of Surface for Painting	10
13	No. 20	Refinishing Procedures	23
28	No. 21	Shop Management	Apr. 7

ASSIGNMENT SHEET FOR "CITY GOVERNMENT"

OBJECTIVES:

1. To learn the duties of the various city officials.
2. To analyze the positions as to student preference.

ITEMS NEEDED:

1. None, besides the technique of interview with the various officials.

REFERENCES:

None.

DIRECTIONS:

- I. Analysis of governmental positions.
  - A. City Manager
    1. requirements
    2. official duties
    3. brief analysis of duties
    4. expected salary
  - B. Mayor
    1. job requirements
    2. official duties under different types of organization
    3. brief analysis of duties
    4. compensation
  - C. Police Chief
    1. job requirements
    2. official duties
    3. brief analysis of duties
    4. compensation
  - D. City Clerk
    1. job requirements
    2. official duties
    3. brief analysis of duties
    4. compensation
  - E. Water Superintendent
    1. job requirements
    2. official duties
    3. brief analysis of duties
    4. compensation

The above assignment will be completed within a nine week period and will be contained in a paper of not less than 1500 words. As a summary to the paper, the student will analyze his own potential in respect to each position and will indicate his preference of the above positions and will give several logical reasons as to why it is his preference.

ASSIGNMENT SHEET FOR "RADIO DISPATCHER"

OBJECTIVES:

1. To learn operation of police and civil defense radio.
2. To learn nomenclature of radio signals.
3. To learn how to keep a log of radio calls.
4. To learn the structure of the police and civil defense radio network.

ITEMS NEEDED:

1. A notebook that can be used as a log book.
2. Poster cardboard for drawing network layout.

REFERENCES:

None.

DIRECTIONS:

The following are the assignments to be fulfilled by students at the job station of radio dispatcher for a nine weeks period.

1. Make a list of and the definitions of the "10" signals.
2. Keep a log of all calls received while on duty and to whom they were relayed.
3. Make a schematic diagram of the radio layout and network as to what the control point is and to whom and on what channels messages can be relayed.
4. Develop a plan of action for radio dispatcher to notify all civil defense personnel in case of disaster.

TIME:

Completed projects due.

POINT VALUES:

250 points for each assignment, total 1,000 points.

ASSIGNMENT SHEET FOR "NEWSPAPER WORKER"

OBJECTIVES:

1. To learn nomenclature of newspaper.
2. To learn to write newspaper copy.
3. To become acquainted with make up of newspaper.

ITEMS NEEDED:

1. Scrapbook.
2. Interview techniques.
3. Advertising portfolio.

REFERENCES:

None.

DIRECTIONS:

Each student in this job station will select some civic organization and keep a scrapbook of its activities as reported in the newspaper over a nine week period.

In addition, the student will analyze all of the duties of persons connected with the newspaper.

A record will be kept of all inches of copy which the student might write which is accepted for publication.

Each student will submit examples of advertising which have a psychological basis for inducing people to buy goods.

Another requirement will be to submit samples of the different sizes of type used by the newspaper and will explain why certain types are used for headlines, articles, advertising, etc.

TIME:

Completed assignment due January 12, 1967.

POINT VALUE:

No. 1 - 500 points
No. 2 - 500 points
No. 3 - 100 points
No. 4 - 500 points
No. 5 - 100 points
Total 1,700 points

APPENDIX

Occupational Education
A Vocational Cooperative Part-Time Training Program

Name____Date____________19____

Please place an "X" in the YES column if your response is YES. Please place an "X" in the NO column if your response is NO.

	YES	NO
I can make change.		
I have made change.		
I have operated a cash register.		
I would like to work this summer.		
I will take a vacation this summer.		
Less than 2 weeks ☐ all summer ☐		
2 to 4 weeks ☐ 1 to 2 months ☐		
I am willing to work on Sunday.		
I would be willing to work evenings.		
I have my own transportation to go to work.		
My car ☐ Friend's car ☐		
Parent's car ☐ Boy friend's car ☐		
I have worked previously.		
Yard work ☐ Delivered newspapers ☐		
Car wash ☐ Retail store ☐		
Office work ☐ Construction work ☐		
Baby sitting ☐ Eating establishment ☐		
Cleaning establishment ☐ Outside delivery work ☐		
____________ ☐ ____________ ☐		
____________ ☐ ____________ ☐		
I am presently employed.		
I want to continue working at this job for class credit.		

Training Station Information Sheet

Name of Firm______________________________________

Address________________________Date__________19_______

Type of Establishment_______________________________

Contacts____________________________Phone No.__________

Questions______________________

	YES	NO
Is the employer willing to enter into the Occupational Education Program?		
Does the establishment have adequate equipment and types of work to provide all-round training?		
Are working conditions in the establishment satisfactory?		
Is it possible for student-learners to receive instructions on the job by competent workers?		
Has the plan of training and the objectives been thoroughly outlined to the employer?		
Does the employer seem to have a clear understanding of the plan of training and the objectives?		
Is the attitude of employees favorable toward the training program?		
Are standards such that they will furnish a minimum of 585 hours of training in 9 months?		
Does the employer and personnel appreciate the value of technical training as it relates to the job?		
Are training facilities of the type to provide training in modern methods?		
Are adequate provisions made for the protection of the physical and mental welfare of the student?		
Will the student-learner be under the supervision of a qualified workman all the time he is on the job?		

Is the establishment readily accessible:

a. from school? ☐

b. to the home? ☐

Comments:

A check mark will indicate that the establishment does NOT measure up for that item. All items on this check sheet are evaluated in determining the suitability of the business establishment as a training station.

Employability Check Sheet

The following items are some of the factors which could affect the employability of an individual. Please place an 'X' in the box in the first column after the factor if it applies to you, or if you think that it might apply to you.

Name______________________________Date______________ 19_____

	X	
Extreme hairdo for employment		
Improper use of cosmetics		
Failure to use cosmetics		
Poor attitude		
Not interested in school		
Buying an automobile		
Living away from home		
Married		
Sloppy dresser		
Grades all 'D' and/or 'F'		
I just want to get out of school		
School discipline record		
Arrive tardy at school in morning		
* Did not purchase school activity ticket		
Hearing Difficulty		
Speech impediment		
Have a physical disability		
* Did not purchase a school yearbook		

	X	
Have trouble with back		
Extremely nervous		
Trouble with feet		
Disabling asthma		
Extreme use of jewelry		
Poor habits of dress		
Extreme dress		
Arrive tardy to class		
Owning an automobile		
Poor attendance at school		
Poor health		
Upkept hair		
Not cooperative		
I have difficulty with personal cleanliness		
Do not attend school activities		
Not interested in school studies		
Sight or vision defect of difficulty		
Police and/or arrest record		

Employability Check Sheet

Your height__________feet__________inches Your weight________#

Number of school clubs, you belong________________________________

Comments:

*personality and/or attitude indicator

Experiences in Occupations

List of Supplies Needed for Commonalities and Occupations Classes.

1. Mimeograph paper 20 lb. - assorted colors (6)
2. "Ditto" Duplicator Paper - 16 lb. - assorted colors and white
3. Master sheet, duplicator
4. Stencils, mimeograph
5. Mimeograph ink
6. Mimeograph Ink Pads
7. Mimeograph covers
8. Stencil file
9. Duplicator fluid
10. Cleaning fluid for mimeograph - (alcohol)
11. Cleaning fluid for "ditto"
12. Showcard Stock
13. Showcard Inks
14. Pens - speedball
15. Brushes - poster
16. Pressure sensitive letters
17. Wrapping paper
18. String
19. Tape - pressure sensitive
20. Tape - gummed paper
21. Tape - "scotch"
22. Tape - machine
23. Thermofax Copy Master transparencies
24. Transparencies frames
25. Chalk - white
26. Chalk - assorted colors
27. Blackboard erasers
28. Postage
29. Letterhead stationery and envelopes
30. Stapler
31. Staples
32. Scissors
33. Paper punch - adjustable
34. Paper clips
35. Rubber bands
36. Paper fasteners
37. Magic markers
38. Play money
39. Fabrics - assorted.

Equipment List:

1. Classroom furniture
2. Storage cabinets
3. File cabinet
4. Work table
5. Bulletin board
6. Peg board
7. Display cases and shelves
8. Magazine rack
9. Overhead projector
10. Typewriter
11. Telephone
12. Paper cutter
13. Drawing boards and T-squares
14. Thermo-fax machine
15. Cash register
16. Tape recorder
17. Time clock
18. Duplicator
19. Scales
20. Calculator
21. Mimeograph
22. File sorter
23. Mimeoscope
24. Mannequin
25. Dictaphone, records
26. Marking machine
27. Reading machine
28. Folder
29. Measureograph
30. Postage meter
31. Visual-aids table

True-False Answer Sheet

Name____________________

Course__________________

Assignment No.__________

Date____________________

1	T	F	26	T	F	51	T	F	76	T	F
2	T	F	27	T	F	52	T	F	77	T	F
3	T	F	28	T	F	53	T	F	78	T	F
4	T	F	29	T	F	54	T	F	79	T	F
5	T	F	30	T	F	55	T	F	80	T	F
6	T	F	31	T	F	56	T	F	81	T	F
7	T	F	32	T	F	57	T	F	82	T	F
8	T	F	33	T	F	58	T	F	83	T	F
9	T	F	34	T	F	59	T	F	84	T	F
10	T	F	35	T	F	60	T	F	85	T	F
11	T	F	36	T	F	61	T	F	86	T	F
12	T	F	37	T	F	62	T	F	87	T	F
13	T	F	38	T	F	63	T	F	88	T	F
14	T	F	39	T	F	64	T	F	89	T	F
15	T	F	40	T	F	65	T	F	90	T	F
16	T	F	41	T	F	66	T	F	91	T	F
17	T	F	42	T	F	67	T	F	92	T	F
18	T	F	43	T	F	68	T	F	93	T	F
19	T	F	44	T	F	69	T	F	94	T	F
20	T	F	45	T	F	70	T	F	95	T	F
21	T	F	46	T	F	71	T	F	96	T	F
22	T	F	47	T	F	72	T	F	97	T	F
23	T	F	48	T	F	73	T	F	98	T	F
24	T	F	49	T	F	74	T	F	99	T	F
25	T	F	50	T	F	75	T	F	100	T	F

Answer Sheet--Completion, Multiple Choice, Matching

Name______________________

Course______________________

Assignment No.______________

Date______________________

1. ______________________
2. ______________________
3. ______________________
4. ______________________
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39. ______________________
40. ______________________
41. ______________________
42. ______________________
43. ______________________
44. ______________________
45. ______________________
46. ______________________
47. ______________________
48. ______________________
49. ______________________
50. ______________________

Name____________________

Course____________________

Assignment No.__________

Date____________________

Answer Sheet for Multiple Choice

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15.. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D

EMPLOYER INFORMATION HANDBOOK
ON-THE-JOB TRAINING

"EXPERIENCES IN OCCUPATION EDUCATION"

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PREFACE

Commonalities in Vocational Education is the name selected for the pilot program course of instruction offered at Paola High School, Paola, Kansas, for the school years 1965-66, 1966-67, and 1967-68.

This pilot program was sponsored by the College of Education, Kansas State University, and approved by the U. S. Office of Education. It was carried on under the approval of the Paola Board of Education and its school administration with the help and cooperation of the pilot program staff and the local business community.

The proposal, of which the pilot program course was a part and as submitted to the U. S. Office of Education, was referred to by the title, "The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection, and Preparation in a Secondary School."

THE SECOND YEAR PROGRAM

Purpose - Planned occupational experience - also work experience, or on-the-job training - coordinated through the school in occupations which are suited to student aptitudes and interests. Individual and group instruction will be given as needed in related and technical information to increase knowledge, skills, and competencies needed by the student in his occupational experience.

Definitions related to on-the-job training:

1. Research Coordinator - the liaison for the College of Education, Kansas State University, the Central Committee, and the pilot program in Miami County.
2. Teacher Coordinator (Supervising Teacher) - a pilot program staff teacher who is engaged in teaching and coordinating activities with students and cooperating firms.

3. Student Learner - the title given a student who is engaged in the on-the-job training program. As a student learner he is engaged as a part-time trainee at the cooperating firm. His training program will include activities designed to increase his competency and skill as a worker.

4. Cooperating Firm - a firm which is willing to cooperate in the pilot program by hiring a student on a part-time basis, where the student learner pursues the training program outlined in the Memorandum of Training Plan.

5. Job Instructor (job supervisor) - the person, representing the employer, who is responsible for initiating the training outline.

6. Memorandum of Training Plan - a signed statement by the employer, the job instructor, the coordinator, the parent or guardian, and the student which sets forth the training outline to be followed and those terms which are essential to facilitate the cooperative on-the-job training program

COURSE OUTLINE

I. Second Year - The second year (Senior) course is divided as follows:

   A. Work experience at selected work experience stations with cooperating firms.

      1. Supervision - assigned teacher coordinators.
      2. Memorandum of Training Plan - see page 5.
      3. Application for a Certificate to Employ a Student Learner - see page 6. To be used by firms engaged in interstate commerce or which qualify otherwise.

   B. Evaluation - periodic evaluation of student learners by teacher coordinators and employers.

   C. Student assignment - an individual assignment activity related to each student learner's work experience and conducted simultaneously to it.

D. Class instruction

   1. Formal instruction as needed.

      a. Large group - those topics important to the entire class

      b. Small group - those topics important to student learners in certain areas of work, e.g., office workers

      c. Individual

SOME STUDENT-LEARNER PARTICIPATING EXPERIENCE SUGGESTIONS

1. Start at the bottom of job doing menial tasks first.
2. Company policies should be rigidly followed as part of training outline.
3. If student is absent at school in the a.m. he shouldn't be permitted to work in the p.m.
4. A training plan should be developed by the student-learner, cooperating employer, and coordinator with suggestions from the advisory committee.
5. Training plan will permit student-learner to advance in the occupation as he can assume more responsibility and has demonstrated that he is becoming more competent.

HOW YOU CAN PARTICIPATE IN THIS EDUCATIONAL PROGRAM*

1. Provide the opportunity for exploratory experience at your firm or provide a training station for cooperative work experience.
2. Plan an exploratory experience schedule or a work experience schedule with the teacher coordinator that will really benefit the student.
3. Appoint one individual to work with the teacher coordinator to evaluate the progress of the student.
4. Make suggestions to improve teacher instruction in the classroom
5. Volunteer to speak to the commonalities classes about your personal and company career.

*Patterned after sections from the pamphlet, "What is Distributive Education", State Board for Vocational Education, Topeka, Kansas.

6. Encourage other businessmen to become interested and active in the pilot program exploratory experience and/or the work experience programs.

HOW COOPERATIVE WORK EXPERIENCE HELPS YOU*

1. Provides a conscientious, career-minded, part-time employee.
2. Saves you training time and money.
3. Fulfills an important civic responsibility by supporting your school program.
4. Cuts down turn-over costs.
5. Provides an excellent source of future full-time employees already familiar with your organization.

PILOT PROGRAM WORK EXPERIENCE RESPONSIBILITIES TO YOU*

1. To provide part-time students who will grow in ability to produce for the benefit of your business.
2. To help set up a study program that is beneficial to the student and valuable to you.
3. To develop individual job attitudes such as personal grooming, safety procedures, punctuality, etc., so that the student will perform his job more effectively.
4. To provide individual instruction to the student in specific job areas related to his work.
5. To evaluate the student's performance in order to determine additional instruction needs.
6. To maintain a desirable working relationship with the student's parents.

*Patterned after sections from the pamphlet, "What is Distributive Education," State Board for Vocational Education, Topeka, Kansas.

Student-Parent Training Memorandum

I, ______________________________, agree to the following conditions and requirements concerning students enrolled in the Occupational Education program at Paola High School, Unified District #368.

I am entering training only after deciding that either "D. E.", "O. E.", "T. and I". "Voc. Ag.", or "Home Ec." is the field of my interest.

I am enrolled in the Senior Occupational Program.

I have arranged my program at school to include a job approved by the coordinator-instructor in one area of diversified occupations in the area of my interest.

I will make satisfactory progress both at work and in all class work.

I will notify the coordinator-instructor of any difficulty encountered at the job.

I will make myself employed and be regularly employed throughout the semester a minimum of ____________ hours each week (average).

I will work a minimum of____________ hours each school day at the training station, according to procedures as specified by the coordinator-instructor.

I will not change employer nor the nature of my position without the consent of the coordinator-instructor.

I will attend both school and work regularly and will inform both the coordinator-instructor and the employer when it is necessary for me to be absent.

I will not be absent from my classes in the morning and work at my job in the afternoon without the permission of the coordinator-instructor.

I will have the status of student-learner (student-trainee) while in training. My work will be approved and coordinated by a coordinator-instructor; otherwise, school credit can not be granted.

I understand that I may be withdrawn or transferred by the coordinator-instructor from a job at any time. I will be automatically dropped from the work station when dropping from school.

I have definite responsibilities to my employer and will render the type of service which will enable me to hold the position.

If I repeatedly fail to hold my position at the work station I will be dropped from the course, with loss of school credits.

The purpose of this training memorandum is to call the attention of the student and the parent to their responsibilities. The parent, or guardian, shall be responsible for the conduct of the student while in training.

Date________________ 19___ Signed______________________________
Student

Phone No. ________________ Approved______________________________

Address____

Application accepted for training in a Cooperative Occupational Part-Time Program.

Date________________ 19___ Coordinator______________________________

Phone No. ________________ Firm______________________________

Address________________ Contact______________________________

Started________________ 19___ Terminated______________________ 19___

EVALUATION REPORT

ON

THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION, AND PREPARATION IN A SECONDARY SCHOOL

May 1968

Prepared by

James B. Karnes
Industrial Education Department
University of Missouri - Columbia

EVALUATION REPORT ON THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION AND PREPARATION IN A SECONDARY SCHOOL

(A Pilot Project - Paola, Kansas)

Introduction: This evaluation report consists of three parts: (I) Summary and beneficial aspects of the program; (II) Limiting factors of the program; (III) Recommendations.

The Paola Pilot Project which is organized around a 2-year occupational guidance and exploration experience enables the student to investigate common broad principles found in the labor force, including requirements and responsibilities of workers, as well as explore and observe occupations of interest to the student. The second year, the student is allowed to gain actual work-experience in one or more occupations of his choice while studying related information under the direction and counsel of a teacher whose specialty is related to the chosen field.

The orientation and exploration program is effectively planned and well conceived to serve as an introduction to the world of work. In effect, this pilot project has shown in earnest that the school can open doors which have been closed to most students in our schools - the doors to the world of work on a meaningful and supervised basis.

Part I: Summary and Beneficial Aspects of the Program

This coordinated and integrated program of occupational information and preparation appears to be designed for meeting the needs of occupational exploration and orientation of juniors as well as seniors who are enrolled in the program. Students as a rule seem interested in the program and evidence was shown that most of the students were serious and held the program in high regard. The students, especially those who were employed, seemed particularly impressed with the idea that they were given the opportunity to earn while they learned about an occupation and learned skills and job requirements essential for success in their chosen field. Many of the students admitted that they were also more concerned about their school endeavors than they were before they entered the program.

The teachers involved in the project, in the team teaching phase of the commonalities in occupations program for the juniors as well as the ones who are responsible for supervising the students on the job during their senior year, are devoted and concerned with the welfare of each student. A good rapport seems to exist between the teachers and the students involved in the program.

Evidence of cooperation by the community businesses and industries is shown by their eagerness to cooperate in both the observation program as well as the work-experience phase. One business expressed concern that no student was sent to him to observe this year, and he was eager that he be given the opportunity each time. The community in general seems well-informed and good public relations exist, especially considering the short period of time in which the program has been in existence. The instruction provided the students in the commonalities phase of the program as well as in the related classes seems to be provided by teachers who are very well prepared and have considerable breadth as well as depth in their subsequent areas. The students do have an opportunity to take exploratory courses in the Freshman and Sophomore year as well as in the junior high school program. This is, of course, highly desirable for giving them the basic concepts and skills in various areas in which their interests are developing. Considering the size of the school and community, there is quite a diversion of occupational courses for the students to select from with the exception of limited selection in the field of industrial and technical education. Although many phases of a pre-employment vocational education program is lacking, this program has much to offer youth and hence a community, and provides experiences for many youth that every shcool administrator should attempt to establish.

The Paola Pilot Project has many desirable features, some of which parallel the traditional cooperative part-time training programs found in public schools throughout the country.; However, it has some decided advantages over a regular cooperative program. The project encompasses a broader spectrum of the occupational field including professional level occupations, which are not permitted to be trained for in reimbursable cooperative training programs.

A unique feature of the project utilizes a very desirable system of acquainting the students with occupations so that they are studied in depth or levels of jobs in an occupation as well as breadth of related families before the student is asked to make a choice with regard to his work experience. Particularly valuable in this program is the opportunity for the student to observe or explore a variety of occupations as well as various levels before he makes such a choice. In today's world of work this is extremely helpful for most students do not get involved in experiences of this nature except by accident. It is virtually impossible for young people to learn about occupations through their normal everyday activities, and in a sense the traditional ways of learning about occupations which have been present in past generations are no longer available for most young people. This simply means that the world of work no longer provides a "school" in which the youngsters may become acquainted with various occupations, except in those jobs which lend themselves well to part-time work experience, and young people normally enter them. Such jobs, of course, are often times unfortunately dead end jobs for most of the students, and if they are to aspire to the level in the labor force which is to be commensurate with their capabilities, they must have some special means of getting acquainted with the opportunities available for them. There is little or no room to enter jobs any more without special preparation, and without much study of the occupations involved. Students are often found floundering for years without coming upon a realistic and meaningful system of entering into the labor force in a worthwhile and economically as well as socially beneficial position.

The Paola Pilot Project has taken a great stride in enabling the rather small school system with an enrollment around 500 in the high school to capitalize on the opportunities available in the community to acquaint students with occupations and provide students initial experiences in occupations of interest and in some cases provide them the basic skills and background followed by experience and entrance into these occupations and progressing in them.

Part II: Limiting Factors of the Program

In order to provide optimum benefit to students selected for this program, the curriculum needs to be expanded for practical arts course offerings at the freshman and sophomore level for more comprehensive exploratory courses. Also, a few additional courses in the industrial area are needed at the junior and senior levels to provide proper related courses for these students. These are justifiable according to numbers entering occupations related to such areas.

Selection of students should be done in a manner that will eliminate those students who have very special problems with regard to adjustment to both in-school and out-of-school situations and who might propose unusual disciplinary problems. (See recommendations regarding treatment of such cases).

Since there are limited skills given in many of the areas in which the students are exploring and obtaining work experience, the emphasis of the program should probably best be focused on "occupational orientation and exploration" rather than on a "Vocational Training Program" per se.

The cooperative phase or work-experience program is lacking a special related class for providing relating and technical information needed to supplement on-the-job training, but depends on this type of material to be gained outside of an organized class, yet the credit is equal to programs normally providing such an organized class.

Additional physical facilities are needed for conducting the commonalities phase of the program, as many distractions are present in some of present physical facilities. Also there is a lack of uniformity among the two sections, one being taught by a team while the other is taught by an individual instructor. It is recognizable that a scheduling problem is present and there may not be a practicable solution.

The instructors in the project who counsel with the students are not allowed to consider this assignment as part of their load but do so for extra pay. They are not likely to be able to do justice to the required effort involved in the program unless proper load assignment or compensation is allowed.

While this program serves special students who are in need of this type of orientation and exploration, this program should have as much to offer for regular students and perhaps they should be allowed to enter it before completion of the four year college program.

Since the program is primarily for the non-college bound, it seems unrealistic to explore many of the professional occupations which require a four year college degree, unless of course this type of offering should be available for students who could feasibly aspire to a professional occupation.

Observation time is rather short for the student during the single period usually allowed during the four observation periods. This time is too short to be effective for the students, as information from the students as well as the employers indicated.

It is questionable that the amount of credit granted during the senior year is appropriate since the students are not assigned to a related class of formal instruction.

Part III: Recommendations

There is need for more bonafide pre-employment or preparatory vocational offerings at the junior-senior level as well as expanding the exploratory courses in practical arts area at the freshman and sophomore level in order to draw students in the program that have the basic skills and knowledges that would enable them to benefit from the work experience phase.

To provide a more effective utilization of effort to be made in the commonalities phase of the program, in which the student is involved in exploration prior to the work experience phase, it seems that a program should be designed for so called socially and academically "misfits" to be admitted, which would enable them to be given special help and guidance and essentially assist them to leave school gracefully. It is recommended that potential dropouts be identified and enable them to take advantage of such a special program. The experience of the writer indicates that by developing such a program for misfits, it prevents contamination of the regular exploration and occupational orientation program and at the same time provides a great service for students needing this type of help.

The work experience phases of the program would seem to justify a special related class in which the students could study technical and related information applicable to his experience on the job. This class should be under the direction of one or more instructors who could provide the proper related instructional material as well as guide students in coordinating the related instruction with their job activities. In this way the amount of credit which is presently being provided, two units, would be justifiable, since the student would actually have class in school and then three hours of on-the-job training. Two units of credit for both phases of the program would then seem to be appropriate.

The two sections on the commonalities phase in the junior year should be scheduled in two separate periods, probably the second and third hours, thus enabling a student enrolled in double-period classes first and second periods to enroll in the third period class and students enrolled in double-period classes third and fourth hour to enroll in the second period class. This would improve the scheduling problem and at the same time provide an opportunity for each of the commonalities classes to meet in the same room, and be organized in such a manner that both classes could be taught by the same team of teachers and therefore they would have relatively the same exposure. As pointed out earlier, the two sections now do not get the same treatment as far as the team teaching is concerned.

During the senior year for the work experience phase of the program, there seems to be a need for better coordination between the instruction on-the-job and the related instruction that the student is studying. The nature of the work on the job governs the type of related instruction being provided at any given time during his senior year.

The facilities for the students in both the commonalities class as well as the proposed related class should consist of tables and chairs arranged in a "U" fashion which is conducive to group discussion if desirable. Also, this arrangement is more appropriate in handling the related materials which each student needs. This classroom can also be equipped with appropriate library books and reference materials, keeping folders and materials that would be accessible to both students and teachers convenient and make better organization of all the variety of material that must be utilized in the operation of the program.

The commonalities class as well as the proposed related class should remain coeducational and have both boys and girls in the class. This seems to be useful in the decorum of the class and provides them with a more normal atmosphere.

The material dealing with the introduction to occupational groups, which is presented in the commonalities class, would seem to be most beneficial if offered in two separate treatments. By restructuring the class and setting up two levels of introduction to the occupational groups and the labor force, the first level should be basic and provide information about types of jobs available, pointing up job opportunities over a wide variety of fields. This phase should encompass all of the occupational groups and would therefore enable the student to make a more intelligent choice of occupations in which he is interested for the first exploration. Then the second level should be provided after the first observation with the more detailed information going into additional opportunities, the nature of various levels of work found in occupational groups, and relate these to the requirements which are essential to enter these occupations. In this manner the student would be able to adjust and find perhaps additional opportunities more suitable to his interest and aptitudes, but yet he would have an opportunity to have knowledge of a wider variety of occupational fields before he is asked to make a choice and, therefore, probably come up with more meaningful decisions.

Since the program is primarily for the non-college bound, it would seem more realistic to limit the level of exploration to jobs which did not require four-year college preparation. Unless the program is opened up to allow students to perhaps take post-secondary, and who have the capabilities of profiting from such training, in which case, of course, exploration and experience in the various occupational areas of a professional nature would be desirable. Due to the requirements for the higher level occupations, the work experience phase of the program is automatically eliminated from occupations for this level, so the value of exploration for these jobs is limited to exploration and orientation only.

The observation time in the program is now provided in short intermittent sessions of 45 minutes or so per day for a week. Since it is difficult for a student to get a realistic view of an occupation during this type of schedule, it is recommended that the observation time be structured in such a manner that two one-half-day periods be allowed for the observation, preferable during the half of the day when the student's schedule was the lightest or perhaps one-half-a-day period in the morning and one-half-a-day period in the afternoon.

It is recommended that this program be continued and refined to enable the Paola School System to continue to provide this unique and meaningful opportunity to the students in the school system. Also, the operational features of this project should be publicized to enable other school systems to adapt it to better meet the needs of youth in their communities.

THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION AND PREPARATION IN A SECONDARY SCHOOL

Evaluation Project No. OE 5-85-078
May 1968

by

Dr. Perry Mock

Conclusions

The following conslusions regarding achievement of the objectives and purposes of this project represent the writer's opinions.

I. Phase I - Survey of Employment Conditions and Opportunities

The fact that a preliminary survey of employment opportunities was made is one of the strong points of this program.

The survey of employment conditions and opportunities, the breakdown of activities and duties performed and competencies required, and the follow-up study of High School graduates provided the project staff with the basic information needed to determine what occupations were available and what levels of training were necessary for those occupations.

This enabled the project staff to identify those elements which were common to all occupations and to present these to the students in the commonalities program.

II. Phase Two - The Commonalities Program

A. The strong points of this phase of the program were:

1. The project was based on the sound vocational concept of making this instruction available to those who wanted it and could profit from it.
2. A complete course of study was developed by a team of teachers selected for their competence in the areas to be taught in the commonalities program. The guide was developed to insure a smooth transition from one teacher to the next. Teachers' strong points and interests were utilized.
3. The teacher-administration team worked out those critical problems which could have prevented the development of an effective program.
4. The degree of cooperation on this project indicates the hard work and efforts put forth by members of the group. The appreciation of one person for another was increased and a wealth of knowledge and experience was gained by mixing the various vocational services.

5. The project became a part of the total educational program, involving guidance counselors and all teachers in some manner. The teachers directly involved were well-qualified and occupationally competent in their respective areas.
6. Studying occupations of their choice, then filing applications and being interviewed gave these students a realistic understanding of and a respect for the dignity of work. The program provided occupational information which was practical and significant. It developed an understanding of the role of the employer, the employee and the business organization. Students were motivated by the assurance of an opportunity to enter the labor market in the very near future.
7. The use of observations in at least four different occupations for eight to ten hour periods enabled the student to get realistic occupational information, and to observe acceptable work habits, attitudes and necessary skills.
8. The evaluation of each student enabled the coordinator and the team of teachers to understand each student's problems and needs.
9. The greatest strength of this entire project was the overall coordination of the project by the local coordinating teacher-director. The fact that is most often overlooked is that this type of program must be well-coordinated if it is to function properly, and this takes a great amount of time.

B. Indicated weaknesses that were observed in the commonalities program:
   1. The discussion of possibly adding more classes to the coordinator's schedule, which would limit his effectiveness.
   2. Provision should be made for more flexibility in the number of observations a student is required to make, should he make up his mind after the first or second observation.

III. Phase Three - Experience in Occupations

This phase provided the vocational guidance capstone to the project:

A. The greatest benefit from this phase, as expressed by parents, students, teachers, administration and employers, was the growth and change within the students involved. They developed maturity, tact, a good attitude toward work, acceptance of responsibility, motivation for their school work, and self-confidence and independence.

B. This phase enabled the student to grow by acquiring his job and being evaluated for job progress by his employer.

C. The flexibility built into this program which enabled the student to change jobs (with the consent of everyone concerned) is very important in a small community:
   1. Not an acceptable training station
   2. Not enough work
   3. Student is disinterested
   4. Inability of employer to provide training in areas student wants

The basic function of a vocational guidance program is to assist a person to choose an occupation, prepare for it and then enter and progress in this occupation.

As a total project this was designed to meet the needs of both the individual and the community, thus aiding in the assurance of adequate manpower supply. It also pointed up the feasibility of a vocational program for the smaller rural community. This project was flexible, adaptable, geared to technological change, designed to fit the individual for gainful employment, and embraced all occupations.

There was excellent rapport between the staff and the community. The staff indicated willingness to work together for further improvement and the students exhibited a wholesome attitude when interviewed.

Specific Recommendations:

1. Continue to add newer techniques, programmed material and audio visuals.
2. Improve the coordinator's office situation; improve the classroom and library facilities.
3. Continue the evaluation and analysis of the program by local advisory committee.
4. Limit all other activities that might hinder coordinator in his operation of this program.
5. Enable the coordinator to meet with the occupational experience class at least once a week to discuss their problems and to work with them.

PAOLA PILOT PROJECT
Final Evaluation

Bernadine H. Peterson
Home Economics Consultant
March, 1968

This evaluation of the Paola Project will draw from the Final Report, dated October, 1967; and from a personal visit to Paola and conferences with teachers, employers, and students currently enrolled in the program.

Evaluation by Parents

Probably the finest compliment that a parent could give an education program in which his son or daughter was enrolled is the expressed hope that the program will continue so that other children in the family can have the benefits of it. These feelings were expressed by several parents and are reported on page 30-31 of the Final Report. "Would like to see it continued for our other children;" "Wish that they could have had it a couple years earlier;" and "Would hate to see the program dropped. Have other children that will participate. Wish they had something like this when older child was in school;" are examples of such feelings and attitudes on the part of parents.

Certain recommendations for alteration of some aspects of the program were also made by parents. These included adjusting the observation period in line with student interest in the job being observed, a feeling that probably too much paper work was required of students in the junior year, and a suggestion that a more equal wage scale for students during the work experience would be appropriate.

Evaluation by Students

With only one exception students indicated they would recommend the Experiences in Occupations class to other students. In a majority of cases, students indicated that the Commonalities program either helped them decide their future work or confirmed their vocational choice. Some students apparently failed to see the relationship between the junior Commonalities course and their future employment. This is one aspect of the program that needs to be made clearer to students.

A conference with six junior students enrolled in the observation experience in the Pilot Project brought forth some suggestions for changes in the observation experience and for changes in the Commonalities course.

1. Students indicated that they felt that a flexible observation experience would be desirable, permitting them to observe sometimes longer in one particular position and sometimes for a shorter period of time in other kinds of work. They felt that the longer observation of certain occupations should be permitted where greater interest lay or where there were many details which could not be observed in a standard length of time which had been set more or less arbitrarily, and that a shorter period of time for observing in jobs where interest waned or where the observation could be accomplished in a shorter period of time would be desirable.

2. They felt that a smaller Commonalities course or sub-groups within the course would permit closer contact with instructors. They were not concerned about getting to know their teachers, since the faculty at Paola is relatively small, but they did feel that sometimes in a large course there was little opportunity for faculty members to get to know each student individually, particularly in those cases where a faculty member had never had this student in class before.

3. They felt that longer blocks of time for each teacher's contact with a total group would be desirable. They felt a little frustrated when a faculty member came in for one or two weeks and then left and did not come back to Commonalities course for a rather long period of time. Would there be a possibility of rearranging the course content so that a teacher could be in the class longer so that students would get to know the teacher and teachers would get to know the students better?

Evaluation by Employers and Employees

All employers agreed that the cooperative part-time work program should be continued. These individuals not only commented on the value of the program in preparing young people for the world of work directly after high school, but they also called attention to strengths of the Pilot Project in preparing students for the rigors of college and in helping prepare them for financing college expenses by part-time work. They also thought it helped students "sort out" the many possibilities open to them today and make decisions about future goals.

Employers called attention to advantages accruing to both the student and the future employer if the student found through his observation or work experience that he was not interested in a particular type of work. They also called attention to the importance of feeling important and they felt that the program gave students opportunities to feel important.

Some employers noted their appreciation for the good working relationships between the school and teachers and the employer and community. This situation appeared to strengthen the program.

Employers stressed the need to set uniform salaries for students during the work experience. Differences in salaries earned by students apparently created problems of personal relationships.

Major criticisms of the observation experience dealt with the shortness of the time allocated for each observation and a concern as to how much the student could really expect to gain from such a short exposure to an occupation. Perhaps ways could be identified to lengthen the observation period.

Employers indicated overwhelming community support of the program. One employer wrote: "This is one of the most realistic and down-to-earth vocational education and guidance programs that has been developed in many years of educational history." All respondents who replied to this item rated the program "good" or "very good."

A conference with an employer and a full-time employee who is a product of the project at Paola was very interesting. The employer seemed to feel the student was well prepared for her work and that she was better prepared than she might have been without the experience she had gained as a part of the Pilot project. The employee, a young woman who is in her first year out of high school, was excited and enthusiastic about her work. She had enjoyed her work experience in the newspaper office and wanted to do this kind of work upon graduation. She seemed to find it stimulating, interesting, exciting and pleasant. All in all I believe both employer and employee were well satisfied with the preparation which the student received as a high school student in Pilot Project.

A visit to a work experience center and a conference with a supervisor of the work experience and a student in work experience also proved very revealing. The student expressed appreciation for the fact that the potential employer took time to explain the details of the job and to explain what she was doing and its meaning to the total operation of the office in which the work experience was being gained. The potential employer expressed willingness to give time to the success of the program and to helping the student in understanding the work which she was doing. All in all it was a very pleasant experience and indicated community interest and willingness of community members to participate and take the time to make this work experience very meaningful for students.

Throughout the three years that I have served as a consultant to the Paola Project, I have been aware of the enthusiastic support given the program by the community. This project appears to be a highly successful one and one that must be continued. It has accomplished its goals and has become an accepted and highly important part of the high school curriculum.

Major recommendations are summarized here.

1. Review the junior year observation experience and consider carefully the desirability of making more flexible the lengths of time required for each observation.

2. Reassess the junior year Commonalities course to insure that students see the relationships of what they do in the classroom to their own preparation for employment.

3. Study the wage scale for students in the work experience program and set a wage scale that will be more comparable for all students.

4. Identify ways to strengthen the already good relationships between students and teachers. Provide expanded opportunities for teachers to get to know students well.

5. Maintain the fine relationships and the spirit of team work existing between the school and the community.

6. Continue the program.

Paola Project Evaluation Report

by

Lloyd J. Phipps

The project on the development and demonstration of a coordinated and integrated program of occupational information, selection, and preparation being conducted in Paola, Kansas, was observed and evaluated on March 27, 1968. In the secondary school at Paola, Kansas, a program has been in existence for the past three years to motivate and assist junior and senior boys and girls to become realistically acquainted with the world of work. In the junior year they are given the opportunity of exploring four occupational areas. Each pupil selects the occupational area they desire to explore. This selection of occupational areas to explore is made after instruction in the classroom is received on occupational areas comprising the world of work. A pupil in exploring an occupational area he has selected first studies written materials about the occupation. He then spends several days receiving "first hand" experience in the occupation. The pupil interviews for a job in the occupational area. He discusses the job with the employer and the employees, handles the equipment involved, and assists in a minimum way in the performance of the job.

It appeared that these exploratory experiences were of considerable value to the pupils. It started them thinking realistically about the need to select an occupational area and begin preparation for it. It forced them to make some tentative choices regarding occupational areas in which they were interested and in which they might be successful. Some of the pupils interviewed had found that after the exploratory experiences they were not interested in any of their first four choices. One boy selected, explored and discarded five occupational areas before finding one in which he was really interested.

The exploratory experiences for the pupils are an integral part of an elective course called Commonalities. In addition to the occupational exploration experiences, the pupils receive organized and systematic instruction in this course relating to the knowledge and skills common to most jobs, such as applying for a job, working with supervisors, working with other employees and so forth. It appeared that the occupational exploratory phase of the course provided considerable motivation for the other more routine aspects of the course.

An interesting and apparently successful aspect of the program was the encouragement of the junior pupils to be enrolled concurrently with the "commonalities" course in another vocational course closely related to his present or current tentative occupational choice. All the vocational teachers assisted in the team teaching of the "commonalities" course offered at the eleventh grade level. Thus by being enrolled in a vocational course in addition to the "commonalities" course each pupil had a vocational teacher adviser with whom to identify.

A significant and valuable aspect of the project at Paola is the effective use of the vocational teachers in the school as team teachers of the "commonalities" course. The importance of this practice appears as a significant finding of this project. It makes the "commonalities" course, involving occupational exploration, an integral part of the total vocational program of the school and an integral part of each vocational course.

In the senior year, the pupils enrolled in the "commonalities" course in the eleventh grade are placed for structured work-experience on school released time. Each pupil has a work-experience training program and is supervised on the job by a teacher-coordinator from the school. In addition to the work experience, the pupil is enrolled in one of the vocational courses offered in the school. The vocational course in which enrolled is related to the work-experience job he has. For example, if a girl was working in an office, she would be enrolled in a vocational business course. If a boy was working in a feed business, he would be enrolled in a vocational agriculture course. The instructor of the vocational course in which the pupil is enrolled is the teacher-adviser of the pupil for his work experience on school released time. The pupils in the work-experience program are not enrolled together in what is often called a "related" work-experience class meeting one hour per day. Thus the Paola Program breaks with tradition. It appeared to be a worthwhile break that should be tried in other schools. The new system appeared to have many advantages over the traditional "related" class system.

Interest and motivation of the pupils and teachers involved in the project at Paola are high. One indication of success was the very high percentage of pupils in the eleventh grade program who continued in the program at the twelfth grade. It appeared that the vocational teachers profited from their team teaching experiences and were able to use the experiences gained to improve their teaching in their other vocational courses. The exploration of occupations program at the eleventh grade made choice of vocational courses more realistic, thus increasing motivation of the pupils in the vocational courses. The program appeared to raise the status of vocational education in the school and tended to increase the percentage of pupils systematically preparing for the world of work.

JANUARY

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
			①	BEGIN 2 Safety Procedures, Habits, Attitudes	3	4
5	6	7	8	9	10	11
12	13	14	15	END 16 Safety Unit	SEMESTER 17 TEST	18
19	BEGIN 20 Office Occupations	21	22	23	END 24 Office Occupations	25
26	BEGIN 27 Home Economics Occupations	28	29	30	END 31 Home Economics Occupations	

FEBRUARY

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
						1
2	BEGIN 3 Income Tax Study	4	5	6	END 7 Income Tax Study	8
9	BEGIN 10 Graphics at Work	11	12	13	14	15
16	END 17 Graphics at Work	Meet with 18 Teachers Select Occupation to Explore	Complete 19 Application Blank Call Employer for interview	(Study 20 of Occupation Paper) (Type Personal Resume in Typing Class)	㉑	22
23	BEGIN 24 3rd Observations of Occupations	25	26	27	28	

MARCH

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
						1
2	3	END 4 3rd Observation of Occupations	Letter of 5 Appreciation	Meet with 6 teachers (Self-evaluation)	STUDENT 7 REPORTS	8
9	BEGIN 10 Money and Banking	11	12	13	14	15
16	17	18	19	20	END 21 Money and Banking	22
23	BEGIN 24 Economics Concerns	25	26	27	28	29
30	31					

APRIL

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
		1	2	END 3 Economics	④	5
6	⑦	BEGIN 8 Management Principles	9	10	11	12
13	END 14 Management Principles	Meet with 15 Teachers Select Occupation to explore	Complete 16 Application Blank (Call employer for Interview)	(Study 17 of Occupation Paper)	BEGIN 18 Interview 4th Exploratory experience	19
20	21	22	23	24	END 25 4th Observation of Occupations	26
27	Letter 28 of Appreciation (Meet with teachers) (Evaluate)	Select 29 Occupational Objective for senior year work experience	BEGIN 30 Employer-Employee Relations STUDENT REPORTS			

MAY

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
				1	2	3
4	5	6	7	8	9	10
11	12	13 END Employer-Employee Relations Unit	14 BEGIN Leadership-- "Parliamentary Procedures"	15	16 BEGIN Worker Benefits, Unions, Labor Laws	17
18	19	20	21	22	23 END Worker Benefits, Unions, Labor Laws	24
25	26 SEMESTER TEST	27	28 SCHOOL OUT Grade Cards	29	30	31

AUG. - SEPT.

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
			28 Orientation	29	30	31
1	②	3 Orientation	4	5	6	7
8	9 Self-Inventory Select Occupation to explore	10	11 GATB TESTS (General Aptitude Test Battery)	12	13	14
15	16 Complete GATB Tests	17 Begin Health, Dress & Grooming	18	19	20	21
22	23	24	25	26 End Health, Dress & Grooming	27	28
29	30 Begin Job Application,	Interview				

OCTOBER

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 End Job Application, Interview	15 Call Employer Study of Occupa.	16 Prepare for first observation	17 Interview 1st day observation	18	19
20	21	22	23	24	25 End Exploring Occupation	26
27	28 Letter of Appreciation Summary of observation	29 Meet with teachers --Self-evaluation	30 Reassesement REPORTS	㉛		

NOVEMBER

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
					State ① Teacher's Meeting	2
3	BEGIN 4 Trade & Industry Occupations	5	6	7	END 8 Trade & Industry Occupations	9
10	BEGIN 11 Health Occupations	12	13	14	END 15 Health Occupations	16
17	BEGIN 18 Distributive Occupations	19	20	21	END 22 Distributive Occupations	23
24	Meet with 25 teachers Select occupation to observe	(Application Blanks 26 Completed) Call employers for interviews	Make Study of the 27 Occupation	28	㉙	30

DECEMBER

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
1	BEGIN 2 2nd Observation INTERVIEW	3	4	5	6	7
8	9	END 10 2nd Observation	11 Letter of Appreciation Summarize observation	Meet 12 with teachers (Evaluation)	13 Student Reports on exploring activities	14
15	BEGIN 16 Agriculture Occupations	17	18	19	END 20 Agriculture Occupations	21
22	㉓	㉔	㉕	㉖	㉗	28
29	㉚	㉛				